

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180007

Grants.gov Tracking#: GRANT12653993

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/15/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Washington

* b. Employer/Taxpayer Identification Number (EIN/TIN):

91-6001537

* c. Organizational DUNS:

0428035360000

d. Address:

* Street1:

4333 Brooklyn Ave NE

Street2:

Box 359472

* City:

Seattle

County/Parish:

King

* State:

WA: Washington

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

98195-9472

e. Organizational Unit:

Department Name:

Jackson School of Int. Studies

Division Name:

South Asia Center

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Carol

Middle Name:

* Last Name:

Rhodes

Suffix:

Title: Director, Office of Sponsored Programs

Organizational Affiliation:

University of Washington

* Telephone Number:

206.543.4043

Fax Number:

206.685.1732

* Email:

osp@uw.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers & Foreign Language & Area Studies Fellowships Program--SOUTH ASIA

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="676,066.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="676,066.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Washington

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	110,605.00	132,174.00	118,855.00	141,938.00		503,572.00
2. Fringe Benefits	30,910.00	36,639.00	33,230.00	39,361.00		140,140.00
3. Travel	20,500.00	9,500.00	20,500.00	9,500.00		60,000.00
4. Equipment						
5. Supplies	8,000.00	8,000.00	8,000.00	8,000.00		32,000.00
6. Contractual						
7. Construction						
8. Other	83,750.00	67,750.00	73,750.00	59,250.00		284,500.00
9. Total Direct Costs (lines 1-8)	253,765.00	254,063.00	254,335.00	258,049.00		1,020,212.00
10. Indirect Costs*	20,301.00	20,325.00	20,347.00	20,644.00		81,617.00
11. Training Stipends	402,000.00	402,000.00	402,000.00	402,000.00		1,608,000.00
12. Total Costs (lines 9-11)	676,066.00	676,388.00	676,682.00	680,693.00		2,709,829.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/21/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 8.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180007

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Washington		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Richard S Sewell	Director, Office of Sponsored Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Washington	06/15/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="University of Washington"/> * Street 1 <input type="text" value="4333 Brooklyn Avenue NE"/> Street 2 <input type="text" value="Box 359472"/> * City <input type="text" value="Seattle"/> State <input type="text" value="WA: Washington"/> Zip <input type="text" value="98195-9472"/> Congressional District, if known: <input type="text" value="WA-007"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Richard S Sewell"/> * Name: Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Carol"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Rhodes"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Office of Sponsored Programs"/> Telephone No.: <input type="text" value="206.543.4043"/> Date: <input type="text" value="06/15/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1242-UW SAC GEPA.pdf

Add Attachment

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**University of Washington
National Resource Centers & FLAS Fellowships Programs
South Asia: FY 2018-2021**

Plan for Ensuring Equity of Access and Participation in Grant Activities

Section 427 of General Education Provisions Act (GEPA)

Improving America's Schools Act of 1994 (Public Law 103-382)

“I want to reaffirm our ongoing and unwavering support toward creating and nurturing an inclusive, diverse and welcoming community. It is central to our commitment to equity, access and excellence, and it is essential to building a better future for us all. Here at the University of Washington, we hold sacred our responsibility to serve the public good, and that will never waver.”

– President Ana Mari Cauce, University of Washington

The University of Washington abides by its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

The UW is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities.

All campus buildings are wheelchair accessible, and an Access guide (available at all campus reference stations and via the Web) shows classroom access, elevator locations, ramps, parking and restrooms. The UW's Disabled Student Services Office provides special needs personnel for disabled students. Sign language interpreters for hearing-impaired students and readers for students with visual disabilities are provided on a regular basis. In-class note taking is available on request. Other accommodations, such as classroom reassignment, technical equipment and priority registration are used as needed by permanently or temporarily disabled students. The UW's Transportation Department provides free on-campus transportation with wheelchair lifts. Each summer, the UW hosts around 50 disabled high school students from across the nation in the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) summer training and orientation programs. The DO-IT website (<http://www.washington.edu/doit>) is a nationwide resource for faculty and administrators in post-secondary institutions, providing information on academic accommodation strategies for students with disabilities, rights and responsibilities of students and faculty with disabilities, and other resources.

As a condition of being a federal contractor, the UW maintains an affirmative action program and has an Office of Equal Opportunity and Affirmative Action. Annually, deans and department chairs are provided an “Affirmative Action Update,” which includes reports on faculty workforce, utilization, and goals for minorities and women. Goals are established by each school or college and University-wide and are updated annually. Where there are goals, special efforts are made to recruit and hire minorities and women. The University also sets campus-wide goals for persons age 40 and over, persons with disabilities, disabled, and Vietnam era veterans; special efforts are made to recruit and hire from these groups in goal areas. On an annual basis, deans review with

department chairs the status of each department in meeting affirmative action goals. This information is to be shared with search committees as well.

UW puts much effort into the recruiting of minority, economically disadvantaged, or other underrepresented groups.

The mission of UW's Office of Minority Affairs and Diversity (OMA&D) is to ensure the access and academic success of diverse populations through the advancement of knowledge, academic excellence, diversity, and the promotion of values, principles, and a climate that enriches the campus experience for all. OMA&D was a national pioneer in advancing equity on campus when it was founded fifty years ago at UW. Today it is still considered a national model for supporting access and success for under-represented minority, first-generation and low-income students.

UW President Ana Mari Cauce launched a Race and Equity Initiative to create a more just and diverse community. A steering committee has led this important work since Spring 2015. To date, over 1,000 faculty and staff have participated in diversity training, and thousands of students have participated in campus events designed to confront both individual, personal biases and identify and examine institutional policies that might be exclusionary. The Initiative is based on a theory of change centered on three areas: confronting individual bias and racism; transforming institutional policies and practices; and accelerating systemic change.

The UW's Center for Teaching and Learning proposes strategies for employing inclusive teaching and provides resources, examples, and perspectives from students and faculty to help members of the UW teaching community teach more inclusively.

The Center for Multicultural Education (CME), in the College of Education, is an internationally recognized Center that provides professional development for teachers and faculty members interested in curriculum transformation. Faculty members associated with the Center have national and international reputations in diversity in curriculum instruction, assessment, and educational policy. CME also figures prominently in diversity research.

The College of Arts and Sciences has a Diversity Minor designed to strengthen students' understanding of how race, class, gender, disability, ethnicity, nationality, sexuality, religion, and age interact to define identities and social relations.

All South Asia Center activities are advertised with a disability access statement: "The University of Washington is committed to providing access, equal opportunity, and reasonable accommodations in its services, activities, and employment for individuals with disabilities."

Official Policy of the University of Washington
Presidential Order, Executive Order No. 31
Nondiscrimination and Affirmative Action
<http://www.washington.edu/admin/rules/policies/PO/EO31.html>

1. Nondiscrimination and Non-Retaliation

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation.

University Policy

- Prohibits discrimination or harassment against a member of the University community because of race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, or veteran status.
- Prohibits any member of the University community, including, but not limited to, academic personnel, staff, temporary staff, academic student employees, student employees, and students at all University campuses and locations, from discriminating against or unlawfully harassing a member of the public on any of the above grounds while engaged in activities directly related to the nature of their University affiliation.
- Prohibits retaliation against any individual who reports concerns regarding discrimination or harassment, or who cooperates with or participates in any investigation of allegations of discrimination, harassment, or retaliation under this policy, or any individual who is perceived to have engaged in any of these actions.
- This policy is adopted in compliance with Title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq) and the Pregnancy Discrimination Act, Title IX of the Education Amendments of 1972 (20 USC § 1681), Title I and II of the Americans with Disabilities Act (ADA) of 1990 as amended, the Rehabilitation Act of 1973 (P.L. 93-11) and 45 C.F.R. Part 84, Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq), Title IV of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq), Chapter 49.60 RCW, and Gender Equality in Higher Education (Chapter 28B.110 RCW).

2. Affirmative Action

In accordance with Executive Order 11246, as amended, and other applicable federal and state laws and regulations, the University, as a federal contractor, takes affirmative action to ensure equality of opportunity in all aspects of employment without regard to race, color, religion, sex,

and national origin, and to employ and advance individuals with disabilities and protected veterans.

3. Access for Individuals with Disabilities

In accordance with the Americans with Disabilities Act (ADA), as amended, the Rehabilitation Act of 1973, and applicable federal and state laws, the University is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities.

4. Definitions

Terms used in this policy are intended to have the meaning given to them by applicable federal or state laws and regulations.

- A. Discrimination is conduct that treats a person less favorably because of the person's race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity of expression, disability or veteran status.
- B. Harassment is conduct directed at a person because of the person's race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status that is unwelcome and sufficiently severe, persistent, or pervasive that: 1) It could reasonably be expected to create an intimidating, hostile, or offensive work or learning environment, or 2) It has the purpose or effect of unreasonably interfering with an individual's work or academic performance. Harassment is a form of discrimination.
- C. Retaliation means to take adverse action against individuals because they have (or are perceived to have) reported concerns under this policy or cooperated with or participated in any investigation related to this policy.
- D. Sexual harassment is a form of harassment characterized by: 1) Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when: a) Submission to such conduct is made either an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or b) Submission to or rejection of the conduct is used as the basis for a decision that affects tangible aspects of the individual's employment, academic status, or use of University facilities; or 2) Unwelcome and unsolicited language or conduct that is of a sexual nature and that is sufficiently severe, persistent, or pervasive that it could reasonably be expected to create an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance. This also includes acts of sexual violence, such as sexual assault and sexual exploitation.
- E. Domestic violence, relationship violence, stalking, and sexual assault are addressed in Executive Order No. 51, Sexual Violence Elimination Policy, and Chapter 478-121 WAC, Student Conduct Code for the University of Washington. Depending on the circumstances, each or all policies may apply.

- F. Veteran status includes protected veterans as defined by current federal and state laws. It also includes individuals affiliated with the United States armed forces as defined by any federal or state law establishing protection for veteran service, including the Uniformed Services Employment and Reemployment Rights Act (USERRA), Executive Order 11246, and Chapter 49.60 RCW.

5. Application of Policy

- A. Academic Freedom: The University will interpret this policy on non-discrimination and non-retaliation in the context of academic freedom in the University environment.
- B. Selective Admissions: The University's admission policy provides for a selective admission process with the objective of attracting students who demonstrate the strongest prospects for high quality academic work. This selective admission process shall assure that the University's educational opportunities shall be open to all qualified applicants without regard to race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status. The process of admission shall be mindful of the need for diversity in the student body and for highly-trained individuals from all segments of the population.
- C. Employment: The University will recruit, hire, train, and promote individuals without regard to race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status and based upon their qualifications and ability to do the job. Except as required by law, all personnel-related decisions or provisions such as compensation, benefits, layoffs, return from layoff, University-sponsored training, education, tuition assistance, and social and recreational programs will be administered without regard to race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status. Additionally, in accordance with Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), the University prohibits discrimination and harassment in any aspect of employment on the basis of genetic information. The University will also not request or require genetic information of an employee or family member of the employee, except as specifically allowed by GINA.
- D. Recruitment: The University seeks affirmatively to recruit qualified minority group members, women, protected veterans, and individuals with disabilities in all levels of employment as part of its commitment as a federal contractor.
- E. Nondiscrimination: Except as otherwise required by law and as provided in Section 6 below: 1) The University will operate its programs, services, and facilities without regard to race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status, and 2) The University will make its programs, services, and facilities available only to organizations or government agencies that assure the University that they do not discriminate against any person because of race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status.
- F. University Housing: Except as required by law, assignments to University residence halls and other housing facilities provided for students are made without regard to race, color,

creed, religion, national origin, age, disability, sexual orientation, gender identity or expression, or veteran status.

- G. Contracting: The University will make reasonable efforts to lease, contract, subcontract, purchase and enter into cooperative agreements only with those firms and organizations that comply with all applicable federal and state nondiscrimination laws, including, but not limited to: Executive Order 11246, Title VII of the Civil Rights Act, 42 U.S.C. Sec. 2000e et seq.; the Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.; and Washington State's Law Against Discrimination, Chapter 49.60 RCW.

6. Exceptions

- A. Organizations Not Subject to Applicable Laws: This policy does not apply to organizations and government agencies that are not subject to otherwise applicable state or federal laws or regulations concerning nondiscrimination and non-retaliation.
- B. University Housing: In accordance with RCW 49.60.222, the University may consider sex, marital status, or families with children status in assignments to residence halls and other student housing.
- C. Citizenship Status: It is not a violation of this policy to discriminate because of citizenship status which is otherwise required in order to comply with law, regulation, or executive order, or required by federal, state, or local government contract, or which the State Attorney General determines to be essential for an employer to do business with an agency or department of the federal, state, or local government.

7. Complaint Procedures

The University provides internal procedures for the investigation and resolution of complaints alleging discrimination, harassment, or retaliation under this policy. The process for bringing a complaint against a University employee is described in Administrative Policy Statement 46.3, Resolution of Complaints Against University Employees. The process for bringing a complaint against a University student is described in Chapter 478-121 WAC, Student Conduct Code for the University of Washington.

8. Responsibility to Report and Cooperate

All University employees, including academic personnel, staff, temporary staff, academic student employees, and student employees are required to report to their supervisors or the administrative heads of their organizations any complaints of discrimination, harassment or sexual harassment. And/or retaliation they receive. In addition, all University employees are encouraged to inform their supervisors or the administrative heads of their units (and their Academic Human Resources Consultant or Human Resources Consultant), of inappropriate or discriminatory or retaliatory workplace behavior they observe. Supervisors and administrative heads who receive such reports have the responsibility to initiate a response by contacting an appropriate office as indicated in APS 46.3.

All University employees are also required to participate, provide information as requested,

including personnel or student files and records and other materials recorded in any form, and otherwise fully cooperate with the processes described in APS 46.3.

9. Consequences of Violation of Policy

Any member of the University community who violates any aspect of this policy is subject to corrective or disciplinary action, including, but not limited to, termination of employment or termination from educational programs.

June 1972; October 24, 1974; April 1975; October 26, 1976; March 12, 1978; April 20, 1979; December 5, 1983; July 20, 1998; June 25, 2008; August 17, 2012; June 21, 2016.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Washington

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Carol Middle Name:
* Last Name: Rhodes Suffix:
* Title: Director, Office of Sponsored Programs

* SIGNATURE: Richard S Sewell

* DATE: 06/15/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Sunila		Kale	

Address:

Street1:	University of Washington South Asia Center
Street2:	Box 353650
City:	Seattle
County:	King
State:	WA: Washington
Zip Code:	98195-3650
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
206.221.4852	206.685.0668

Email Address:

kale@uw.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

University of Washington
National Resource Centers & FLAS Fellowships Programs
South Asia: FY 2018-2021

Abstract

This application for a Comprehensive South Asia National Resource Center (NRC) and the Foreign Language and Area Studies (FLAS) Fellowships Program for FY 2018-21 at the University of Washington proposes the strengthening of higher education capacity in nationally recognized foreign languages and area studies and the awarding of FLAS fellowships to meritorious undergraduate and graduate students in performance-based language training and area studies. As a Title VI NRC/FLAS awardee, the South Asia Center (SAC) will continue to serve as a national resource for modern foreign language training and area studies training and research. To deepen our impact and drive public engagement, SAC proposes extensive outreach activities focused on K-12 teachers, instructors at community colleges and minority-serving institutions, business, media, and the general public. Our application addresses all **Absolute** and **Competitive Preference Priorities** of the United States Department of Education's NRC and FLAS programs: promote diverse perspectives, encourage government service, provide for teacher training activities, collaborate with community colleges and minority-serving institutions, partner with teacher education programs, award FLAS fellowships to students who demonstrate financial need, and award FLAS fellowships exclusively in Less Commonly Taught Languages.

A major pedagogical and intellectual hub for the study of South Asia, a region that includes Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka, the Center is well situated to fulfill the central missions of the NRC and FLAS programs. The study of South Asia at the University of Washington began over a century ago with the introduction of Sanskrit in 1909. In 1972, the first South Asia NRC was founded. Our accomplished and award-winning faculty teach about, conduct research in, and facilitate student engagement with all the countries of South Asia from a range of disciplinary perspectives. Faculty from across the social sciences, humanities, arts, STEM, and professional fields are affiliated with SAC to create a truly inter- and cross-disciplinary intellectual environment. The South Asia Studies program offers an undergraduate South Asia Studies track within the Asian Studies major in the Henry M. Jackson School of International Studies, a minor in South Asia Studies, a Master of Arts Degree in South Asia Studies, a graduate certificate in South Asia Studies for University of Washington graduate students, and opportunities for PhD students from across campus to focus on South Asia. The University of Washington offers comprehensive, performance-based language training through the advanced level in Bangla, Hindi, Persian, Sanskrit, and Urdu, as well as courses in other South Asian languages, such as Pali and Prakrit. Through our partner institutions and membership in international consortia, students are also able to study any major South Asian language, including Gujarati, Kannada, Pashto, Tamil, and Telugu. SAC is also home to the Nepal Studies Initiative (NSI), the only academic platform at a major public research institution of higher education focused on Nepal. NSI was founded in 2013 in response to a critical mass of students and faculty from a range of disciplines and departments with a collective desire to make Nepal and Himalayan Studies a more prominent part of the South Asia program at the University of Washington.

The Center maintains an active outreach program engaging with broader communities in the Pacific Northwest. Our public programs provide valuable insights into current and historical events and trends in South Asia to general audiences, the business community, and media. Our teacher education programs ensure that current K-12 and community college educators bring the most up-to-date information and techniques to their classrooms. In addition to professional development workshops for K-12 educators, the Center has long-standing partnerships with organizations such as the Gardner Center for Asian Art and Ideas at the Seattle Asian Art Museum, the local independent South Asia cultural organization *Tasveer*, the Pakistan Association of Greater Seattle, the India Association of Western Washington, and the Nepal Seattle Society.

Our program during the next four years is designed to (1) increase South Asia language learning capacity and impact; (2) expand opportunities for K-12, community college, and minority-serving institution teachers and students to learn about South Asia; and (3) promote an enriched understanding of South Asia by driving engagement on campus and in the broader community. In pursuit of these goals, we will maintain excellence in the provision of high-quality language instruction, area studies course offerings, and inclusive community outreach programs. We will launch an exciting new visiting scholars program in partnership with the Departments of Communication and Geography at the University of Washington. SAC will expand our language offerings to include a summer Nepali language course for professional students, practitioners, and researchers. SAC will build scaffolding for students to advance to high levels of language proficiency in Bangla, Hindi, Persian, Sanskrit, Urdu, and other South Asian languages. We will address USED priorities by collaborating with community colleges, minority-serving institutions, and the University of Washington's College of Education to expand existing curricula and create new programs for the study of South Asia. In collaboration with K-12 area school districts and our community partners, we will offer professional development and training workshops for pre- and in-service teachers, especially those serving students from underrepresented communities. SAC will deepen partnerships with universities in South Asia, while diversifying our study abroad offerings to target students in STEM and professional fields. We will expand opportunities for University of Washington students to pursue careers serving national needs through specialized training and professional development in high-demand fields such as public policy, cybersecurity, international affairs, STEM, and health.

All of these activities address the absolute and competitive preference priorities of the NRC and FLAS programs and serve to bolster South Asia expertise at all levels of the educational system. These activities will serve to increase the supply of regional experts available to serve national needs in federal, state, and local government positions, in for-profit and non-profit business, in NGOs, and in educational institutions.

With its accomplished faculty, outstanding library, large enrollments, and extensive outreach, SAC is among the most comprehensive programs on South Asia in the United States. The breadth and depth of faculty research and teaching specializations as well as the Center's diverse events and outreach programs have raised the profile of SAC nationally and internationally. Today, UW is recognized as a leading center for the study of South Asia.

Project Narrative File(s)

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**University of Washington
National Resource Centers & FLAS Fellowships Programs
South Asia: FY 2018-2021**

Acronyms

A&S	College of Arts and Sciences
AAR	American Academy of Religion
AAS	Association of Asian Studies
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
AD	Associate Director
AFLDIP	Area Studies and Foreign Language Data Impact Project
AIBS	American Institute of Bangladesh Studies
AIIS	American Institute of Indian Studies
AIPS	American Institute of Pakistan Studies
AISLS	American Institute of Sri Lankan Studies
AL&L	Asian Languages and Literature
AP	Absolute Priority
APSIA	Association for Professional Schools of International Affairs
AS	Asian Studies
ASCDG	Asian Studies Course Development Grant
CAORC	Council of American Overseas Research Centers
CARLA	Center for Advanced Research on Language Acquisition
CC	Community College
CCMTI	Community College Master Teacher Institute
CGI	Contemporary Global Issues
CGS	Center for Global Studies
CIBER	Center for International Business Education and Research
CISAR	Center for India and South Asia Research
CISB	Certificate of International Studies in Business
CoE	College of Education
CPP	Competitive Preference Priority
CRL	Center for Research Libraries
CTA	Committee on Teaching about Asia
CTL	Center for Teaching and Learning
DO-IT	Disabilities, Opportunities, Internetworking, and Technology
EAC	East Asia Center
EC	Executive Committee
EFC	Expected Family Contribution
FC	FLAS Coordinator
FY	Fiscal Year
GBC	Global Business Center
GBLI	Global Business Law Institute
GCIL	Grand Challenges Impact Lab
GEPA	General Education Provisions Act

GO-MAP	Graduate Opportunities and Minority Achievement Program
GWSS	Gender, Women, and Sexuality Studies
HBCU	Historically Black Colleges and Universities
HSI	Hispanic-Serving Institution
HP	Husky Promise
IAWW	India Association of Western Washington
ILR	Interagency Language Roundtable
JSIS	Henry M. Jackson School of International Studies
LCTL	Less Commonly Taught Languages
LLC	Language Learning Center
MEC	Middle East Center
MSI	Minority-Serving Institution
NEH	National Endowment for the Humanities
NELC	Near Eastern Languages and Civilization
NIE	Newspapers in Education
NIH	National Institutes of Health
NSF	National Science Foundation
NSI	Nepal Studies Initiative
NWSANet	Northwest South Asia Net
OC	Outreach Coordinator
OCA	Orbis-Cascade Alliance
OCLC	Online Computer Library Center
OFA	Office of Faculty Advancement
OGA	Office of Global Affairs
OMA&D	Office of Minority Affairs and Diversity
PNW	Pacific Northwest
RRF	Royalty Research Fund
SA	South Asia
SABA	South Asia Book Award
SAC	South Asia Center
SACPAN	South Asia Conference of the Pacific Northwest
SAF	South Asia Fellows
SASGC	South Asia Studies Graduate Certificate
SANOC	South Asia National Outreach Committee
SAOA	South Asia Open Archives
SAOHP	South Asia Oral History Project
SAR	Federal Student Aid Report
SCH	Simpson Center for the Humanities
SEA	Southeast Asia
SEAC	Southeast Asia Center
SIFF	Seattle International Film Festival
SPSCC	South Puget Sound Community College
SSRC	Social Science Research Council
STEM	Science, Technology, Engineering, and Math
TCEDC	Thurston County Economic Development Council
TSAFF	Tasveer South Asian Film Festival

UG	Undergraduate
USIEF	US-India Educational Foundation
UW	University of Washington
UWB	University of Washington, Bothell
UWT	University of Washington, Tacoma
UWHS	UW in the High School
UWL	University of Washington Libraries
WA	Washington State
WAC	World Affairs Council
WSCSS	Washington State Council for the Social Studies

THE UNIVERSITY OF WASHINGTON SOUTH ASIA CENTER

Proposal for Comprehensive National Resource Center & FLAS, FY 2018-21

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LETTERS OF SUPPORT

**University of Washington
National Resource Centers & FLAS Fellowships Programs
South Asia: FY 2018-2021**

A. Program Planning and Budget

♦ **A1. Quality and Relevance of Proposed Activities:** The South Asia Center (SAC) in the Henry M. Jackson School of International Studies (JSIS) at the University of Washington (UW) enters the US Department of Education (USED) competition for the National Resource Centers and Foreign Language and Area Studies Fellowships Programs to meet all **Absolute Priorities** and **Competitive Preference Priorities**. SAC is uniquely situated to accomplish these goals because of our extensive faculty expertise in the social sciences, humanities, arts, STEM, and professional fields. We are committed to advancing high-quality teaching and research about South Asia (SA) at all levels of the American education system and promoting a richer understanding of the region to the general public. Our proposed NRC activities and FLAS program are focused on key strategic areas: training teachers; encouraging government service; promoting diverse perspectives; advancing debate about the region; increasing advanced proficiency in Less Commonly Taught Languages (LCTL); deepening knowledge of SA at UW and other institutions of higher education; expanding our relationships with minority-serving institutions (MSIs), community colleges (CCs), and colleges of education; reaching diverse audiences through targeted outreach activities; and building a vibrant and engaged community. All of SAC's activities are designed with the explicit aim of enhancing undergraduate and graduate student proficiency in SA languages and area studies and furthering campus-wide and extramural comprehension of the region. To improve efficiency and broaden our reach, over 70% of SAC's proposed activities are collaborative and joint ventures. SAC will maximize resources by leveraging new and existing

partnerships with UW-based units, CCs, MSIs, K-12 school districts, cultural organizations, nonprofit entities, private enterprises, and public agencies.

Increasing our capacity to deliver first-rate instructional programs in SA language and area studies remains a top priority for SAC. We propose using NRC funds to organize an annual intensive Nepali language summer course at UW (*Budget Line Items 6 and 10*) (**AP1&2**). The module will augment existing language offerings by Asian Languages and Literature (AL&L) and Near Eastern Languages and Civilization (NELC), while providing an essential performance-based training program to the increasing number of UW students and faculty in STEM and professional fields engaged with Nepal. Nepali language instruction will be a critical addition to the Nepal Studies Initiative (NSI), a program established by SAC in 2013 and currently the only Nepal-focused academic platform at a public research university in the US. In collaboration with UW's Language Learning Center (LLC) and AL&L, SAC will build a course that utilizes the latest language-learning technologies and best pedagogical practices. NRC funds will continue to seed the growth of our Bangla language program at all levels (5) (**AP1&2**), as well as offer competitive course development grants to UW faculty to add or revise courses that include the use of advanced-level SA language materials (9) (**AP1&2**). SAC will partner with UW's Foster School of Business to offer Hindi/Urdu for Business courses specifically designed to meet the needs of students in a changing global business climate (22) (**AP1&2**). In collaboration with UW's 7 other NRCs, SAC will sponsor on-site workshops by the American Council on the Teaching of Foreign Languages (ACTFL) for our language instructors in Years 1 and 3 (20) (**AP1&2**). We will continue to support the South Asia Summer Language Institute (SASLI), a national, highly-reputed, and much-needed intensive summer language program hosted at the University of Wisconsin-Madison (40) (**AP1&2**). In addition to summer language courses in 12 SA languages, SASLI coordinates a

week-long pedagogy workshop for instructional staff. During the next grant cycle, we will support a consortium effort with SASLI and other SA NRCs to build a standard language instruction and proficiency scale based on ACTFL and the Interagency Language Roundtable. Due to increased student interest in FLAS opportunities, SAC requests an allocation of \$402,000 annually to fund 11 academic year FLAS fellows (\$327,000) and 10 summer FLAS fellows (\$75,000). **We meet all FLAS priorities** by prioritizing qualified FLAS applicants with demonstrated financial need (**CPP1**) and awarding FLAS fellowships **only** in the study of priority LCTLs (**CPP2**) (**\$J**).

SAC is planning a range of activities that will enhance the study of SA at UW and beyond. We are launching the South Asia Fellows (SAF) Program to deepen our connections with intellectual communities and institutions of higher learning in South Asia, as well as expand the SA curriculum at UW (7) (**AP1&2**). In partnership with the UW Departments of Communication and Geography, SAC proposes hosting 2 scholars from SA for 1 quarter each during the next 4-year grant period. In Year 2, we hope that the inaugural SAF will have expertise in Communications and expect that s/he will be affiliated with UW's Center for Communication, Difference, and Equity. In Year 4, SAC will bring a scholar of geography to campus for 1 quarter. The visiting scholars will teach disciplinary courses on SA, interact with graduate students, and engage in outreach activities such as a public lecture series. In partnership with 5 JSIS NRCs, SAC will sponsor an annual 5-credit course taught by **Beyer** that explores critical global security questions and problems (8) (**AP1&2**). "The Fundamentals of Global Cybersecurity" is divided into modules focused on cybersecurity in SA and other world regions. To promote the viability of innovative study abroad programs, we will offer competitive course development grants to UW faculty at all 3 area campuses (Bothell, Seattle, Tacoma) to support inter- and cross-disciplinary programs with design thinking and/or experiential learning components (11) (**AP1&2**). SAC will

partner with UW NRCs, language departments, and the Center for International Business Education and Research (CIBER) to design and deliver study abroad Language and Culture Essentials modules during pre-departure orientations for business study tours (21) (**AP1&2**). These sessions, taught by business, language, and area studies faculty, will introduce students to SA prior to departure. SAC proposes to host 4 major academic conferences: In **Years 1 and 3**, SAC will host the South Asia Conference of the Pacific Northwest (SACPAN), an annual collaboration between SAC and the Center for India and South Asia Research (CISAR) at the University of British Columbia (UBC) that fosters connections between SA scholars throughout the Pacific Northwest (PNW). The conference in Year 1 will emphasize US-Asia Economic and Security Relations, and in Year 3 will emphasize Ecology and Development. UBC will host the conference in Years 2 and 4 and SAC will send UW faculty to attend (36) (**AP1&2**). In **Year 1**, **Novetzke** (JSIS) will convene a symposium on Religion and Public Affairs that will include scholars from the US, EU, and SA to explore the global politics of yoga, an event that will dovetail with the launch of SAC's Certificate in Yoga Studies (39) (**AP1&2**). In **Year 4**, **Dhavan** (History) and **Pauwels** (AL&L) will lead The Materiality of Hindi/Urdu, a 2-week intensive workshop and conference that will teach research skills with manuscripts, inscriptions, and coins in non-standard Hindi/Urdu (33) (**AP1&2**). Additionally, SAC hosts a colloquium series throughout the school year in which distinguished scholars, practitioners, and writers visit campus to share their work and engage with students, faculty, and members of the general public (47) (**AP1&2**). UW's College of Education (CoE) and SAC will collaborate on several projects over the next 4 years intended to increase and support courses with SA content and activities among students, staff, and faculty at CoE (32) (**AP1&2; CPP2**). We will endeavor to link CoE initiatives and activities to SA faculty across the University and in the region. Our collaboration may include but is not limited

to: teacher-training; course development grants; symposia; faculty travel and research; partnerships with local K-12, CCs, and MSIs; and projects on immigration in education.

To address **CPP1**, SAC proposes a host of activities that engage with CCs and MSIs. In collaboration with SA NRCs, Council of American Overseas Research Centers (CAORC), and the American Institute of Indian Studies (AIIS), SAC is developing a program for CC/MSI faculty to spend 3 weeks each January in India (37) (**AP1&2; CPP1**). Outcomes from these programs will include expanded curriculum on India across disciplines in these targeted institutions, and outreach to students of these institutions to diversify economically and socially the pipeline of students knowledgeable about, and interested in, India. The Community College Master Teacher Institute (CCMTI) will bring together CC educators interested in networking with their peers and incorporating new information on SA in their teaching and mentoring (34) (**AP1&2; CPP1**). UW and CC faculty, practitioners, and graduate students will lead 2-day workshops at UW's campus in each year of the grant cycle. With the JSIS Global and Asian Studies Centers, we will annually offer Asian Studies Course Development Grants to CC instructors to design new courses and revise existing courses (31) (**AP1&2; CPP1**). Additionally, we are launching a peer-to-peer course development program for faculty at UW and Highline College, a CC/MSI located south of Seattle (30) (**AP1&2; CPP1**). UW and Highline faculty will co-develop and co-teach courses that will emphasize diverse perspectives and increase SA content at both institutions.

Each year during the FY 2018-21 grant cycle, SAC will organize a number of activities that focus on K-12 teacher professional development to enhance the quality of SA curriculum in early childhood, elementary, and secondary educational settings (**CPP2**). SAC has a multi-year partnership with Highline School District, a public-school system that serves students from underrepresented and minority communities, especially immigrant populations from Pakistan and

Bangladesh. We collaborate with Highline to provide teachers with professional development opportunities and resource materials (e.g. curriculum guides, digital lessons) as part of in-service training. SAC is launching with 4 JSIS NRCs a series of workshops for professional development and curriculum design that respond to the District's Race and Equity Initiative (27) (**AP1&2; CPP2**). SAC is also spearheading a joint outreach effort with SEAC, CGS, the Seattle Public Library, and Hugo House to bring K-12 teachers, especially those working with children from low-income families, together with local writers—many of whom are CC teachers—who are from SA backgrounds and/or write on SA themes (29) (**AP1&2; CPP1&2**) Through its emphasis on diversity, equity, and inclusion, this professional development workshop will focus on the use of SA literary materials in the classroom. In Years 1 and 3, **Taranath** will conduct professional development workshops for teachers to support the integration of SA literature and film into high school curricula through UW in the High School (UWHS), an innovative program that brings UW credit courses to high school students across the state (23 and 26) (**AP1&2; CPP2**). UWHS courses are taught by high school instructors with training and support by UW faculty and are specially focused on rural areas and underserved communities. SAC will continue its leadership role as a founding member of the South Asia National Outreach Consortium (SANOC), which oversees the South Asia Book Award (SABA) given annually to outstanding titles in children's literature (25) (**AP1&2; CPP2**). To address NRC priorities to provide teacher training and collaboration with CoEs, SAC proposes the following outreach activities with SANOC: 1) presentations by members of the SABA award committee at the National Conference on the Teaching of English; 2) collaboration with Seattle-area K-12 partners and the UW CoE to train pre-service teachers on the use of SA curricular materials; and 3) collaboration with other Title VI consortiums (e.g. Middle

East) to support the Global Reads Webinar Series for educators and librarians to learn about diverse children's books, as well as a symposium in Year 4 at Tulane University.

To engage with the business community and general public, SAC has planned a number of innovative programs. SAC will partner with 5 JSIS NRCs, the Thurston County Economic Development Council (TCEDC), and South Puget Sound Community College (SPSCC) to develop an Internship Pipeline for SPSCC students and Dislocated Workers to work in the industries of Market Research and Analysis, Translation or Transcribing services, and Import/Export activities with SA (42) (**AP1; CPP1**). Students and dislocated workers will find internships in small to midsized businesses that work in SA. By partnering with the TCEDC, SAC directly contributes to job placements in regions outside of the Seattle Area, encouraging and promoting continued economic growth in these budding regions. SAC will remain a lead sponsor of Tasveer South Asian Film Festival (TSAFF), a ten-day annual film festival featuring films from SA and the SA diaspora, and the largest SA film festival in the world (45) (**AP1**). SAC hosts film screenings, panel discussions, and directors in conjunction with SA courses at UW's Seattle and Bothell campuses. SAC will continue to sponsor the South Asia Oral History Project (SAOHP), a project housed in the SA division of the UW Library (UWL) (41) (**AP1&2**). In Year 1, SAOHP will document the stories of talented SA and SA-American performing artists in the PNW. Institutions and organizations included in this project are UW, UWL, Evergreen State College, and numerous Seattle-area arts and music academies. SAC will contribute annually to South Asia Open Archives (SAOA), the new consortium-based project to create a portal for online, open access content on SA (46) (**AP1&2**). In cooperation with other SA NRCs, SAC will contribute to the digitization and dissemination of materials identified by SAOA as critical for future studies of SA. With the UW Schools of Business and Law, SAC will coordinate the India Forum at the Global Business

Law Institute (GBLI) (43) (AP1&2). The India Forum brings together legal experts, scholars of India, and business faculty from UW to train the next generation of students who will work in the field of transactions law in India. Hosted by the region's largest law firm, the India Forum engages with members of the business community and general public on timely SA business, law, and policy topics. SAC will organize alumni panels featuring accomplished graduates who have leveraged their SA area knowledge and language expertise for success in a variety of professional fields (38) (AP1&2; CPP2). Each panel will focus on a particular sector, such as "South Asia Studies and Careers in Technology" and "South Asia Studies and Careers in Government," and will draw speakers from the unique business talent of PNW companies.

♦ **A2. Timeline and Contribution of Planned Activities and Effective Use of Resources and Personnel:** Table A-1 provides a timeline of proposed activities. Activities maximize the talent of faculty, leverage their expertise, and draw upon the resources at SAC and across UW.

TABLE A-1: Timeline of SAC Grant Activities, 2018-22		
Activity	Timeline	Priorities
Language Instruction		
Bangla Language Instruction	Years 1, 2, 3, 4	AP1&2
Nepali Summer Language Module	Years 2, 3, 4	AP1&2
South Asia Area and Other Instruction		
South Asia Visiting Fellows Program	Years 2, 4	AP1&2
Fundamentals of Global Cybersecurity Course	Years 1, 2, 3, 4	AP1&2
Course Development for Area and Advanced Language Studies	Years 1, 2, 3, 4	AP1&2
Study Abroad Innovation Project	Years 1, 2, 3, 4	AP1&2
Foreign Travel		
Faculty Travel for Curriculum Development	Years 1, 3	AP1&2
Faculty and Staff Travel to Develop Institutional Linkages in SA	Years 1, 3	AP1&2; CPP1&2
Faculty Travel to Domestic and International Conferences	Years 1, 2, 3, 4	AP1&2
Language Training and Dissemination		
ACTFL On-Site Teacher Training Workshops	Years 1, 3	AP1&2
South Asia Language & Culture Essentials: Pre-Departure Orientation	Years 1, 2, 3, 4	AP1&2
UW Foster School Hindi/Urdu for Business Course	Years 1, 2, 3, 4	AP1&2
K-12 Teacher Professional Development		
Professional Development Workshops for Teachers	Years 1, 3	AP1&2; CPP2
USED International Education Week	Years 1, 2, 3, 4	AP1
South Asia National Outreach Consortium & South Asia Book Award	Years 1, 2, 3, 4	AP1&2; CPP2
UW in the High School	Years 1, 2, 3, 4	AP1&2; CPP2

Highline Teacher Training and Professional Development Workshops	Years 1, 2, 3, 4	AP1&2; CPP2
Washington State Council for the Social Studies Teacher Leadership	Years 1, 2, 3, 4	AP1&2; CPP2
Hugo House Writers and K-12 Teachers Workshop	Years 1, 3	AP1&2; CPP1&2
Post-Secondary Programs and Activities		
Peer-to-Peer Course Development Grant with Highline College	Years 1, 2, 3, 4	AP1&2; CPP1
Asian Studies Course Development Grant for MSI/CC Instructors	Years 1, 2, 3, 4	AP1&2; CPP1
UW College of Education Collaborations	Years 1, 2, 3, 4	AP1&2; CPP2
The Materiality of Hindu/Urdu: Advanced Summer Language Institute	Year 2	AP1&2
Community College Master Teacher Institute	Years 1, 2, 3, 4	AP1&2; CPP1
JSIS Graduate Student Professional Development Course	Years 1, 2, 3, 4	AP1&2
UW-UBC South Asia Conference of the Pacific Northwest	Years 1, 2, 3, 4	AP1&2
CAORC and AIIS Program on India for CC/MSI Faculty	Years 1, 3	AP1&2; CPP1
South Asia Studies Alumni Panels	Years 2, 4	AP1
Religion and Public Affairs Conference: The Global Politics of Yoga	Year 1	AP1&2
South Asia Studies Colloquia	Years 1, 2, 3, 4	AP1&2
South Asia Summer Language Institute	Years 1, 2, 3, 4	AP1&2
Business, Media, and General Public Outreach		
South Asia Oral History Project (Phase VI)	Year 1	AP1&2
Thurston County Economic Development Council Internship Pipeline	Years 1, 2, 3, 4	AP1&2; CPP1
UW Global Business Law Institute: India Forum	Years 1, 2, 3, 4	AP1&2
Seattle International Film Festival (SIFF)	Years 1, 2, 3, 4	AP1
Tasveer South Asian Film Festival (TSAFF)	Years 1, 2, 3, 4	AP1&2
South Asia Open Archives Project	Years 1, 2, 3, 4	AP1&2
Measuring Impact and Evaluation		
South Asia Center Evaluation	Years 1, 2, 3, 4	

♦ **A3. Cost Effectiveness of Proposed Activities:** Title VI funds will provide SAC with the resources to deepen our instructional programs, enrich training of the next generation of SA language and area studies experts, and amplify the effects of our activities by reaching diverse audiences beyond UW. UW's strong institutional commitment to SAC in the form of administrative costs and evaluation expenses ensures that the majority of the funds requested in this proposal directly support instructional and educational activities. Costs are concomitant with expected returns on activities. Title VI NRC/FLAS funds will be leveraged to the fullest extent.

♦ **A4a. Long-Term Impact of Proposed Activities:** Our activities target K-14 teachers and students across undergraduate, graduate, and professional programs in both SA language and area instruction. SAC proposes to enhance its long-term impact by increasing: the number of SA courses offered in departments and professional schools across UW; the quantum and quality of

SA curriculum and publications available nationally; the ability of CCs/MSIs to offer SA instruction; the supply of graduates prepared to teach and undertake careers that require international expertise and foreign language skills; and SA instruction in grades K-12. Our proposal promises long-term impact by seed funding language instructional positions and programs; adding Nepali summer language courses; increasing the capacity of language instructors to deliver SA language content; infusing SA into courses and curriculum at K-12 schools, CCs/MSIs, and CoEs; providing pedagogy workshops to pre-service teachers; facilitating ACTFL training and certification for SA language instructors; assisting K-16 educators with SA curriculum development; and building SA library holdings. Through a multi-step program evaluation, we will track our performance according to IFLE measures (§C; **App. D**).

B. Quality of Staff Resources

♦ **B1. Qualifications of Faculty and Staff; Professional Development Opportunities; and Participation in Teaching, Supervising, and Advising Students:** SAC staff and faculty are a team of dedicated and accomplished professionals, as demonstrated by faculty success in garnering external funding for research; the number of faculty whose work is recognized by university-wide, disciplinary, and national awards; and SAC faculty leadership in departments at UW, disciplinary associations, and area studies associations (**App. B**). Furthermore, UW has demonstrated its commitment to the region by expanding SA faculty over the last decade and increasing the percentage of SA faculty who are tenured or tenure-track (§D).

SAC Director **Kale** is associate professor in JSIS. She is a scholar of national and international regard in the fields of SA Studies, politics and political economy of development, and energy studies. Kale is the author of 2 books (1 forthcoming in July 2018), and numerous articles and essays. She regularly gives invited lectures in colloquia and workshops on her

specialized research topics. Her research has been supported by Fulbright-Hays, AIIS, Mellon, Regulatory Assistance Project (energy non-profit), and Simpson Center for the Humanities (SCH) at UW. Kale contributes leadership and service to AIIS; Social Science Research Council (SSRC); the Indo-German collaboration, Metamorphosis of the Political; and various journals, presses, and universities as academic program evaluator, manuscript reviewer, and external reviewer for promotion cases. Her administrative effort is fully covered by UW. Associate Director (AD) and Outreach Coordinator (OC) **Ostroff** holds a PhD in SA History. An environmental historian of early modern SA who has held numerous FLAS awards to study SA languages and received funding from Fulbright-Hays to support his overseas research, Ostroff oversees Center operations. He administers the SA MA program and Graduate Certificate, and coordinates MA admissions, fellowships, and advising. Ostroff also serves on many committees at UW and is a delegate to professional organizations, including AIIS, American Institute of Bangladesh Studies (AIBS), and American Institute of Pakistan Studies (AIPS). The academic home of SAC is JSIS, which is led by Director **Kasaba**, Stanley D. Golub Endowed Chair of International Studies. Director Kasaba's office is instrumental in facilitating collaboration between SAC and other centers at JSIS, as well as with programs and professional schools across UW. Center staff (budget officers, FLAS coordinator, student services directors, and advisors) have extensive experience administering NRC/FLAS programs, hold college degrees, and receive regular training from UW (**App. B**).

All permanent SAC faculty and affiliated faculty hold PhDs or terminal degrees in their fields. The high quality of faculty scholarship and their robust research output is evidenced by publications in prestigious university presses and top academic journals. In the last 5 years, SAC faculty have received external research funding from ACLS, NSF, NIH, NEH, Wenner-Gren, Mellon, Fulbright, AIIS, AIPS, AIBS, Rauschenberg Foundation, Guggenheim, Graham

Foundation, and from funding bodies at UW including Royalty Research Fund (RRF) and SCH. SAC faculty have received UW Distinguished Teaching and Mentorship Awards, as well as book and publication prizes from American Anthropological Association, Committee for the Anthropology of Science, Technology, and Computing, Association of Asian Studies (AAS), American Academy of Religion (AAR), AIIS, and AIPS. SAC faculty also serve as chairs and directors of graduate and undergraduate studies at units across campus, including History, JSIS, GWSS, AL&L, and Architecture, as well as Divisional Dean of Humanities. SAC faculty also serve in leadership positions at the American Historical Association, AIIS, AAS, AAR, AIPS, Association of Professional Schools of International Affairs (APSIA), American Oriental Society, and the National Academies of Sciences, Engineering, and Medicine.

The UW has a demonstrated commitment to SA. In the last 5 years, no SAC faculty have left UW despite receiving competitive offers from peer institutions. Furthermore, SAC faculty strength has increased significantly with new tenured, tenure-track, and postdoctoral appointments, including in Anthropology (**Govindrajan**), AL&L (**Dubrow**), Information (**S. Vivek**), Math (**Athreya**), Urban Design & Planning (**Grover**), GWSS (**Keating**), and Business (**Gupta**). SAC faculty who over the last several years have developed deeper ties to SA through study abroad programs in Landscape Architecture, Engineering, Global Health, and Business.

Faculty and staff are eligible for a wide range of career development programs. Opportunities for overseas training and study in SA are enabled by UW leave policies and memberships in the American Institutes of Indian, Pakistan, Bangladesh, and Sri Lankan Studies. SAC offers faculty course development grants and funds overseas and domestic travel to professional conferences, workshops, and research sites. SAC also convenes book launches and research presentations and facilitates professional networking by supporting faculty-led

conferences and symposia. All faculty are eligible for competitive university-wide funds from the RRF, SCH, the Provost's Office. The Center for Teaching and Learning (CTL) is a key resource that provides training and workshops, including on using digital tools in the classroom.

SAC strives to create positive academic and professional interactions for undergraduates, graduate students, faculty, and staff. All SAC faculty teach, supervise, and advise students enrolled in SA programs from the BA through PhD levels. **Appendix B** contains the percentage of time each professor commits to SA teaching and research. JSIS, as well as disciplinary departments across UW, maintain student advising offices for both undergraduate and graduate students with extensive resources in academic advising, career counseling, and mental health and wellbeing. SAC faculty also mentor undergraduates (UG) through the International Studies Task Force projects. At the graduate level, SAC faculty supervise MA and PhD students and serve as members of exam and thesis committees. The SAC Director and AD also regularly advise students, which include quarterly meetings with MA and Graduate Certificate students.

♦ **B2. Staffing and Oversight Arrangements and Involvement of Diverse Faculty:** SAC is an independent entity that nevertheless benefits from the organizational structure of JSIS, which is the administrative home to 14 Centers (including 8 NRCs) as well as 16 academic programs located centrally in 1 building on campus. This organizational structure enables SAC to benefit from shared central staff resources, ease of collaboration, and efficiency. Additional SAC staff includes a program coordinator and graduate assistant, both of whom support administrative and outreach activities. The director of SAC is appointed by the director of JSIS. Director Kale is assisted by AD and OC Ostroff, who directs SAC managerial operations and oversees K-14 outreach programs. SAC holds monthly faculty meetings, which include professional school faculty and library personnel. To further strengthen governance, SAC convenes an Executive

Committee (EC) made up of the director, associate director, and 4 additional faculty members including at least 1 each from among the language faculty and professional schools. EC members help to make decisions about FLAS, admissions, and student research and travel fellowships, in addition to guiding SAC policy, identifying future directions for growth, and supporting SAC in community relations, program development, and faculty enrichment. EC members also serve on additional administrative bodies in their home departments and across the university. Director Kale serves on the JSIS curriculum committee, JSIS PhD committee, and UW fellowship committees, and is either adjunct or affiliate in Political Science, Comparative History of Ideas, Labor Studies, and the Center for Environmental Governance. The diverse engagements of the SAC director and EC members facilitate campus-wide collaboration.

♦ **B3. Extent of Nondiscriminatory Practices:** UW is in strict accordance with Section 427 of the General Education Provisions Act (GEPA). An equal opportunity, non-discriminatory employer, UW strongly encourage applications from women, minorities, persons with disabilities, disabled veterans, and Vietnam-era veterans for all positions. To recruit a diverse workforce and student body, SAC works closely with the Associate Vice Provost for Faculty Advancement, the office of the Vice President for Minority Affairs, the Vice Provost for Diversity, and the Graduate School's Graduate Opportunities and Minority Achievement Program (GO-MAP). The Office for Faculty Advancement (OFA) promotes the hiring, retention, and success of a diverse faculty and seeks to implement the university-wide Diversity Blueprint. UW encourages student applicants who have varied cultural experiences or economically disadvantaged backgrounds to provide a statement concerning their personal history. Financial aid awards from the Minority Educations Division are now based on the above factors. UW has a 3-part plan to increase diversity at the graduate level by providing additional funding for students, sharing best practices in recruitment

via an online guide, and strengthening the pipeline by working with undergraduate and K-12 partners. The entering class of 2017 is the most diverse in UW history. 2017, 35% of entering UGs across all 3 campuses were the first in their family to go to college. UW enrollment of underrepresented UGs has increased from 16% in 2013 to 20% in 2016, while underrepresented graduate enrollments have increased from 10% to 12% during this same period.

C. Impact and Evaluation

◆ **C1. Impact of Activities and Programs:** SAC activities and training programs are far reaching and have a significant impact on campus and in the Seattle metropolitan area, PNW, and broader institutional landscape of SA area and language studies in the US. The positive impact of SAC activities and programs is reflected in the strong enrollment numbers in courses with SA content and/or language components. 980 students earned degrees between Fall 2014 and Spring 2018 took at least 15 credits of SA language and/or area studies courses. The Area Studies and Foreign Language Data Impact Project (AFLDIP), a data-analysis initiative co-organized by SAC and housed in JSIS, surveyed all students who graduated from UW since 2008 and had completed at least 15 credits in SA courses. AFLDIP demonstrates that a range of students from degree-granting programs were impacted by SAC coursework. Of these, 49% earned degrees in STEM and/or professional fields, while the remaining 51% completed undergraduate studies in the Social Sciences, Arts, and/or Humanities. AFLDIP post-graduation employment data indicates that approximately 33% of UGs work in the private sector; 23% for domestic or international non-profit organizations; 14% in local, state, or federal government; and 19% in elementary, secondary, or higher education. Amongst students surveyed with post-graduation employment, 44% reported using SA area knowledge and foreign language skills at work, while 93% of all respondents agreed that SA coursework helped them better understand international affairs and appreciate diverse

global perspectives. Tracking those earning SA MA degrees between Fall 2014 and Winter 2018, 50% are pursuing further studies in PhD programs, 25% work in non-profits, 12.5% work at for-profit companies, and 12.5% work in higher education. Among all graduate students taking significant SA coursework and earning a degree from any UW department, 10.87% are employed in higher education, 22.83% are pursuing further study, 27.17% are working in the for-profit and non-profit private sector, and 18.48% are working for federal, state, or local governments. Further evidence of SAC alumni impact on the nation is shown by their employment in high-value fields such as aerospace, public policy, and technology with companies such as Facebook and Microsoft.

In addition to records of enrollments and graduate placement, SAC keeps track of participation rates for events and usage of Center resources. At the start of each event, SAC staff circulates a sign-in sheet to collect the name and contact information of each attendee. Our website and social media pages—Facebook, Twitter, Instagram, and YouTube—increase our impact by extending the reach of SAC into digital spaces. For instance, Facebook and Twitter accounts received nearly 1200 new followers since 2016, while our webpage has had 3000 unique views during that same time period. Since Fall 2014, we have served over 8390 people at various outreach events, including over 3732 students and 1850 educators. Educators who attended workshops avail themselves of SAC resources, such as books, films, visual aids, and faculty expertise, on a regular basis. SAC also contributed time and resources to projects organized by our institutional partners, including the Seattle Asian Art Museum, the South Asian Film Festival, and Bellevue Arts Museum, which made SA content available to even wider and more diverse audiences.

♦ **C2. Contribution to National Need and Dissemination of Information:** UW faculty, staff, and students affiliated with SAC are focused on a critically important region of the world and one that is vital for the national security interests of the US. SAC addresses national needs and

dissemination of information to the general public through a variety of channels. SAC continues its in-house efforts to build online, open-access SA-related educational resources, including course curricula; materials produced in consultation with LLC, such as the recently developed online Urdu modules; and lesson plans for K-14 teachers. SAC amplifies this work through regular content updates to its website and social media platforms; electronic newsletters (including announcements of job openings in governmental and non-governmental organizations); public events including teacher education workshops and media appearances by SAC faculty; publications in local, national, and international news outlets; and consultations with educators, business leaders, government officials, and military personnel.

◆ **C3. Provision for Equal Access and Treatment:** UW prohibits discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital, status, disability, or veteran status. This policy applies not only to UW and SAC employment policies, but also to student admissions, events, and outreach services. We are fully in compliance with the provisions of GEPA Section 427. SAC is strongly committed to creating diverse, equitable, and inclusive spaces for members of historically underrepresented communities, including women, persons of color, members of racial and ethnic minority groups, persons with disabilities, and the elderly. In addition to the nondiscriminatory practices and diversity activities described in §B3, SAC and JSIS partner with APSIA, of which JSIS Director Kasaba is President, to encourage underrepresented groups to pursue careers in international fields and connect with students from Historically Black Colleges and Universities (HBCU) and Hispanic-serving institutions (HSI). In 2016, JSIS established its own Diversity and Equity Committee. The committee is focused on 2 main targets: increase faculty and staff diversity and retention and to decrease barriers for students to apply and enroll in JSIS. The committee meets monthly throughout the academic year, publishes

upcoming events on the UW website, and works closely with the Office of Minority Affairs and Diversity (OMA&D) to organize training programs. JSIS Academic Services has redoubled its efforts to recruit a diverse student body by designing targeted funding programs. Each year, JSIS nominates 3 incoming graduate students for UW's GO-MAP Fellowship, which seeks to expand graduate education to underrepresented communities. Graduate students studying SA in several departments, including JSIS, AL&L, and Anthropology, have been among those recently nominated for and awarded GO-MAP fellowships. To enhance equitable access and participation for people with disabilities, all campus buildings are wheelchair accessible, and an Access guide (available at all campus reference stations and via the Web) shows classroom access, elevator locations, ramps, parking, and restrooms. UW's Disabled Student Services Office provides special needs personnel, as well as sign language interpreters and in-class note takers. Other accommodations, such as classroom reassignment, technical equipment, and priority registration, are used as needed by disabled students. The UW's Transportation Department provides free on-campus transportation with wheelchair lifts. Each summer UW hosts disabled high school students from across the nation in the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) summer training and orientation programs. DO-IT was recently honored with the Susan M. Daniels Hall of Fame award from the National Disability Mentoring Coalition. The SAC is located in a building with gender-neutral bathrooms and numerous designated safe spaces for students, faculty, staff, and the general public. SAC enrollment numbers of underrepresented students who graduated with at least 15 credits in SA area studies and/or language courses are moving in a positive direction. Approximately 9% of SAC students during AYs 2014-15 and 2015-16 self-identified as members of underrepresented communities, nearly twice as many as the previous 4-year period. Approximately 25% of students enrolled in at least 15 credits of SA courses

are Asian, while over 60% of SAC students are women.

♦ **C4. Comprehensive Evaluation Plan and Use of Recent Evaluations to Improve**

Program: Phippen Consulting, LLC will serve as the independent evaluator for SAC. Ed Phippen has a 20-year career in workforce development, of which the last 8 have been spent as a private consultant in research, evaluation, and program design. Recent relevant work includes evaluating 9 different professional-technical programs for Shoreline Community College, analyzing labor markets for Seattle University, and researching improved service integration for WA’s public and private workforce systems. Phippen crafts research questions, identifies appropriate methods for data collection, designs and implements surveys, analyzes data, and produces reports.

The 2018-22 evaluation plan is a joint effort between Phippen and 6 UW NRCs. This arrangement will create economies of scale for a comprehensive, objective evaluation. The evaluation plan incorporates lessons from previous evaluations and reflects SA and USED priorities. This plan will produce quantifiable, outcome-based performance measures throughout the grant period, informing ongoing program implementation. Phippen Consulting will use appropriate methods for data collection and their instruments will measure outcomes for USED-funded activities. The outcomes measurement plan matches evaluation requirements for all Title VI centers. (Table C-1 and Table I-1; App. D).

TABLE C-1: Evaluation Plan						
Area	Goal(s)	Sample Topics	Method	Timeline	PMF	GPRA
Academic Programs	1. Increase SA area studies knowledge and impact	<ul style="list-style-type: none"> Enrollment Student Surveys on Satisfaction with SAC programs & activities Impact of SAC on student academic & professional growth 	<ul style="list-style-type: none"> Dept data Student survey Faculty survey 	<ul style="list-style-type: none"> Annually years 1-3 Annually Year 3 	Y	Y

		<ul style="list-style-type: none"> • Impact of Center on faculty & vice versa 				
Language Programs	1. Increase language learning capacity and impact	<ul style="list-style-type: none"> • Enrollments • FLAS Awards • LLC Usage Data 	Enrollment data	Annually	Y	Y
Workforce Development	1. Increase language learning capacity and improve professional and/or graduate school preparation	<ul style="list-style-type: none"> • Employment history • Graduate School matriculation in relevant fields • Use of international studies knowledge for work 	Alumni survey	Year 2	N	Y
K-14 Outreach	1. Increase capacity of external faculty	<ul style="list-style-type: none"> • Impact of Center-funded activities on international studies course content in High Schools, CCs, and MSIs 	Participant surveys	After each event, compiled and reported annually	Y	Y

The PMFs were developed to ensure that SAC's evaluation plan is comprehensive, with objectives that produce quantifiable, outcome-measure-oriented data. The PMFs connect SAC's strategic goals with detailed performance measures, activities, data indicators, frequency, data sources, and baseline targets. **Table C-1** displays the goals, methods, metrics, timeline, PMF reference, and GPRA priorities of the SAC evaluation plan. Because the plan follows the rhythm of recurring SAC activities it ensures timely evaluations, instrument refinement, and accurate data, all of which are feasible within the grant cycle. SAC goals are to: (1) increase language learning capacity and impact; (2) increase the capacity of K-12, CC, and MSI teachers and students to learn SA content; and (3) build capacity in SA on campus and in the community. The evaluation will focus on impact of these goals through the following study areas: (A) SA academic programs, (B) LCTL language program growth, (C) workforce development, and (D) K-14 and community outreach. Baselines for the language and area studies programs are set through a variety of tools, including course evaluations and data on incoming UW students. Baselines for K-12 and post-secondary educator groups will be established through surveys conducted at the time of program

registration, and for business, media and public audiences through online surveys of those receiving announcements of events.

SAC takes seriously the public responsibility to utilize resources efficiently through regular, comprehensive, and objective evaluations of programs and activities. At UW, reviews of departments and programs are performed at least once every 10 years and always involve an outside evaluator. SAC also conducts an external review of the program by a noted scholar in the field every 4 years; during this grant cycle this review will occur in Year 3. The most recent review of SAC was conducted in June 2017. According to the reviewer, “SAC’s strengths and achievements are many, striking, and in accord with the priorities put forth by [USED’s] Title VI NRC program.” The reviewer provided SAC leadership with feedback on how to increase undergraduate student enrollment and drive community engagement. SAC is heeding the reviewer’s advice and is currently engaged in implementing programs that will increase our capacity to deliver SA content to a diverse community of stakeholders.

♦ **C5. Post-Graduation Placement Record:** Through training supported by SAC, as well through FLAS fellowships, students who develop deep area knowledge and linguistic expertise are placed in a variety of national needs-relevant positions upon graduation (§C1). We will continue to recruit students and award FLAS fellowships to promising SAC students, scholars, and practitioners intent on pursuing careers in government service or other areas of national need. SAC will strengthen these efforts by offering a Graduate Student Professional Development seminar; convening alumni panels; hosting information and networking sessions with organizations addressing areas of national needs; circulating relevant job postings; and leveraging the advising and career counseling services at JSIS and UW. Recent FLAS awardees have gone on to careers

in business, the US Department of State, international development agencies, K-12 teaching, and other areas of national need. FLAS awards made by SAC address all FLAS **CPPs**.

◆ **C6. Contribution to Improved Supply of Specialists:** As a hub for technological innovation and research, UW affords students the opportunity to learn from faculty who are actively engaged in public research and analysis, and to participate themselves. The number of SAC's former students who now fill important roles in government agencies and NGOs demonstrates that this mentorship encourages students toward public service. Students conduct research on real-world problems and write policy recommendations, gaining concrete skills and experience that they leverage when they enter the workforce. The focus of JSIS on emerging international issues also provides students a chance to meet and work with government officials and business leaders addressing these same topics. SAC will further support career readiness by funding the Cybersecurity and Professional Development courses (8 and 35). For FLAS evaluation, our project goals include increasing the participation of students (1) from STEM fields and professional schools, (2) in advanced level classes, (3) interested in government service or teaching, (4) with financial need, and (5) from underrepresented communities. We will facilitate the professional development of FLAS recipients for careers in areas of national need. These benchmarks are linked to the USED goals of training specialists to meet national needs and conduct outreach, as well as the USED priorities listed in **Table A-1**. We will employ evaluation methods that overlap with ongoing institutional assessments, which will help assess (1) quality of area studies programs, language instruction, and curriculum (§F, G, & H); (2) strength of libraries (§E); and (3) quality of outreach efforts (§B, H, & I). FLAS awardees subsequently have pursued careers in the US Department of State, international development agencies, K-12 teaching, the private

sector engaged in international business, and other areas of national need. Activities proposed in this grant will strengthen those career trajectories for new awardees.

◆ **C7. Addressing National Needs through FLAS Awards:** All programs, activities, and resources described in §C are accessible to FLAS recipients and address areas of national need. For information about the selection procedures and impact of our FLAS program, see §J.

D. Commitment to the Subject Area

◆ **D1. Commitment to Program Operation:** Consistent institutional support for SA enables UW to remain a leader in research and teaching about this important world region. As UW President Cauce states: “As a public research university in a state dependent on international trade and collaboration, [UW] is proud of its long history of outstanding global engagement through faculty and research networks. The Title VI programs of [USED] are vital to the success of our mission.” With its accomplished faculty, outstanding library, large enrollments, and extensive outreach, SAC is among the most comprehensive programs on SA in the US. As a unit of JSIS and often working collaboratively with the 7 other NRCs at UW, SAC functions as an important intellectual and pedagogical hub for SA on campus, in the region, and across the US. UW’s commitment to global engagement spans departments, schools, programs, and offices. The Office of Global Affairs (OGA) oversees international initiatives. Led by Vice Provost for Global Affairs Jeffrey Riedinger, who has a decade of experience stewarding international initiatives at public institutions, OGA’s Global Innovation Fund supports teaching and research that advances UW’s Race and Equity, Innovation, and Population Health initiatives. UW provides over \$2.2 million per annum in salary and benefits for JSIS leadership, advising, and administration, and approximately \$75,000 each year in direct costs to support SAC programming and office staff. UW support for SAC includes 70% of the AD’s compensation, 100% of the Program Coordinator’s

compensation, and the majority of salary and benefits for the FLAS Coordinator and Data Manager. To support the SAC faculty director, UW authorizes additional compensation equivalent to 1 month of summer salary. UW College of Arts and Sciences (A&S) gives \$10,000 annually to UW's 8 NRCs for evaluation and assessment (§3). The International Policy Institute, located in JSIS and funded by a multi-million-dollar Carnegie grant, helps to transfer SA academic knowledge and expertise into the fields of global policy and affairs. For detailed information about UW's commitment to the Library, see §E.

UW commitment to SA is evident in the number of tenure or tenure-track positions allocated to the field. Since 2014, UW has hired 9 SAC-affiliated tenured or tenure-line faculty members in 8 departments. Out of 86 part- and full-time SA teaching personnel, 79% are tenured or tenure-track; UW provides \$8.4 million in compensation to support 58 full-time SAC-affiliated faculty and staff. Teachers and TAs are supported by workshops, curriculum development grants, CTL, Odegaard Writing and Research Center, OMA&D's Instructional Center, and UWL. The return on these investments is evident in faculty accomplishments (**App. B**) and SA course offerings that span geography, periods, disciplines, and themes (**App. C**).

Eight academic units at UW combine for over 20 foreign exchange relationships with institutions in SA. This impressive range of partnerships is represented below in **Table E-1**:

Institution	Country	UW Partner(s)
Ambani Institute	India	SAC
Auroville	India	Information; Engineering; Global Health
Chandigarh College of Architecture	India	Built Environment
Central Himalayan Rural Action Group	India	Built Environment
Christian Medical College	India	Nursing
Delhi University	India	SAC
Dhaka University	Bangladesh	SAC
Indian Institute of Management	India	Business
Indian Institute of Science	India	SAC
Jamia Millia Islamia	India	SAC

Kabul University	Afghanistan	Law
Kathmandu University	Nepal	Global Health
Lahore University of Management Sciences	Pakistan	SAC
Microsoft Research	India	Information; Engineering
Azim Premji Foundation	India	Information; Engineering
Quaid-e-Azam University	Pakistan	SAC
Tata Institute of Fundamental Research	India	SAC
Tata Institute of Social Sciences	India	SAC

In 2013-17, 362 UW students from 85 different programs spent at least a quarter abroad in SA. SAC sponsors study abroad programs for undergraduate students on themes ranging from “Textiles, Fabric, and Feminism in South India” to “Critical Development Studies in Nepal,” to “Grand Challenges Impact Lab” (**Table H-3**). In Summer 2018, **Ramamurthy** organized an interdisciplinary conference on Rural-Urban Entanglements at the India-Islamic Cultural Center in New Delhi and Hyderabad Central University funded by USIEF and supported by UW, Ambedkar University, and Hyderabad Central University. In STEM, **Athreya** collaborates with researchers at science and math institutes in Mumbai, Delhi, Bangalore, and Chennai, while **Rathod** partners with State Medical Colleges in Goa, Assam, and Orissa and IIT-Mumbai on his NIH-sponsored Malaria research project. **Moran**, Director of International Programs and Exchanges, formerly headed the Fulbright program in Nepal and draws on his experience in international education to deepen UW’s relationships with institutions across SA.

SAC’s extensive outreach to K-12 and post-secondary educators receives institutional support for salaries, programming, and professional development. UW commits 100% of the total salary of SAC’s OC. JSIS contributes on average \$20,000 annually to joint outreach programs of the NRCs, as well as discretionary funds for targeted events. UW commits 100% of salary and benefits for JSIS information technology specialists to support online resources for K-12 and post-secondary educators, including course materials and digital learning tools. Campus facilities are available for workshops and other outreach activities at reduced rates or for free (§I).

UW commits considerable resources to students at all levels to support their intellectual and professional goals. The 74% of UG students who are WA residents all benefit from the Husky Promise (HP), which guarantees that no financial challenge will stand in the way of achieving a UW degree. Since HP started in 2007, 39,000 students have received support from the program, and in 2016-17, 31% of UGs were eligible for a tuition-free education. In 2017-18, 53% of UGs received financial aid of more than \$430 million. Demonstrating the success of these programs, over half of UGs complete their studies with no debt, and those who do borrow graduate with less debt than the national average. As a top-ranked public institution committed to affordability, UW is perennially named one of the “best bargains in higher education” by Kiplinger and in 2018 was named to the top 5 in Forbes’ Best Value Colleges. UW offers a range of scholarships to fund UG study abroad. JSIS has over 10 scholarships and internship funds that offset the costs of studying or interning abroad. The JSIS Diversity and Equity Committee provides 2 grants of \$1000 to students for conference travel and/or research. UGs with a demonstrated interest in the study of SA can apply for the Indian Association of Western Washington (IAWW) Scholarship.

SA graduate students are supported by a variety of UW sources, including fellowships, TAs, RAs, and nonresident tuition waivers. PhD students generally receive 5-plus years of support through a combination of fellowships, TAs, and RAs. The Graduate School awards competitive fellowships to assist in recruiting minority students, while GO-MAP extends support to students from underrepresented communities. SA graduate students are regularly nominated for these awards. The Frank F. Conlon Fellowship is given to 2 SA graduate students each year. Conlon recipients receive a stipend of up to \$9,000 along with health insurance and a nonresident tuition waiver. SA graduate students can also apply for IAWW scholarships, as well as South Asia Studies Student Fund grants to support conference travel. SA receives between 6-12 International Tuition

Differential waivers, a \$100,000 value. JSIS and SAC provide additional support to graduate students with advising, career counseling, access to wellbeing programs, and office space. All of the above resources are available and used by FLAS recipients.

E. Strength of Library

♦ **E1a. Strength of Library Holdings:** With collections exceeding 9 million volumes, 500,000 electronic books, 120,000 currently received journal titles, and millions of resources in other formats, UWL ranks first in size among comprehensive research libraries in the PNW and is among the top 15 research libraries in North America. In keeping with its “Anytime, Anyplace” commitment, UWL delivers an increasing amount

TABLE E-1: South Asia Library Holdings	
Books	400,000
Microforms	3,654
Serial Titles	5,380
Maps	5,325
Audio	1,684
Video	2,719
Photos	3,234
Manuscripts	264
TOTAL	422,260

of content online. Reference assistance is provided by online chat service in addition to daytime in-person and telephone consultations. Nearly all requests—interlibrary borrowing, purchase, renewals, etc.—can be made online. UWL’s new Integrated Library Systems (Exlibris Primo and Alma) and OCLC World Catalog are readily accessible through the UWL portal. Among the very best in the US, the UWL SA collection includes 422,260 titles, including primary and secondary materials in English and European languages (French, Dutch, and Portuguese) (**Table E-1**), and over 100,000 titles in 41 SA languages (**Tables E-2 & E-3**). The library has strengths in Marathi, Hindi, Urdu, Sanskrit, Tamil, and Bangla materials. UWL has a large collection of Arabic and Persian texts relevant to SA, though not included in the SA collection figures. UWL has participated in the Library of Congress cooperative acquisitions programs for SA since their inception, and also receives publications through YBP and Harrassowitz vendor profiles.

The Special Collections, Government Publications, and Microform and Newspaper Collections include 19th and 20th century census materials, newspapers, legislative debates, and development plans. In addition to subscriptions to over 50 databases that include indexed or full text SA materials, UWL has acquired several new SA-specific databases in recent years, including Foreign Office Files, East India Company Documents, US State Department Records on the India-Pakistan Conflict (1963-66), Afghanistan in 1919 and the Third Anglo-Afghan War, and Indian Army and Colonial Warfare. Other newly acquired collections include National Sample Survey Open Government Datasets and Annual Survey of Industries datasets from the Government of India, which support faculty and doctoral research in economics. The library continues to acquire e-books, children's literature, vernacular materials, exhibition catalogs, monographs, journals, and films, reflecting UWL's commitment to support both established and emerging fields. UWL's SA subject page is a gateway for students and faculty to databases, bibliographies, original materials in SA languages, and rare government documents.

TABLE E-2: Titles in Languages Currently Taught at UW

Bengali	9,769
Hindi	38,239
Sanskrit	8,508
Urdu	19,554
TOTAL	76,071

TABLE E-3: Significant Holdings in Select South Asian Languages

Gujarati	4,229
Kannada	4,318
Marathi	9,339
Panjabi	2,404
Tamil	10,182
Telugu	1,536
Rajasthani	1,050
Nepali	938
Sinhala	839
Maithili	677
Oriya	638
Pali	629
Malayalam	1,488
TOTAL	38,267

UWL has a tenured SA librarian, **Banerjee**, who serves as the key liaison with faculty and students to provide bibliographic instruction, reference consultations, class web pages, and numerous other services. In addition, Banerjee participates in SA outreach activities and organizes SA-related exhibitions. Banerjee participates in the Committee on SA Libraries and Documentation Cooperative Collection Development effort to ensure that less-commonly used languages are covered equally by academic libraries that hold significant SA collections. Banerjee

is also involved in the SA Open Archives (SAOA) project, which seeks to create and maintain a noncommercial, open-access collection of materials for the study of SA. Library staff consists of 2 additional state-funded positions. The SA division of UWL has a part-time Library Technician and a full-time Library Specialist (**Werake**). UWL has a strong record of support for SA in staffing, acquisition, cataloging, and preservation. During 2013-15, the estimated expenditures for SA library acquisitions were \$155,000 for books and \$58,000 for serial titles. In 2015-17, the estimated expenditures for books and microfilms increased to \$275,000 and stayed level for serials at \$58,000. UW alumni and donors have funded a \$60,000 endowment for the acquisition and processing of SA and diaspora materials. Banerjee has won additional library grants worth \$10,000 annually to acquire materials such as art catalogs and encyclopedias.

♦ **E1b. Extent of Access to Holdings at Other Institutions and Non-UW Access to**

Library Holdings: UWL is a member of the Orbis-Cascade Alliance (OCA), a consortium of 37

TABLE E-4: ILL Borrowing and Lending				
	2014	2015	2016	2017
Borrowed	42,791	43,164	52,646	55,388
Lent	16,649	26,027	28,365	38,329

WA and OR institutions that provide access to a combined collection of over 30 million items. UWL is in other consortia, like OCLC World Cat, that

broaden the array of scholarly resources available. As a member of the Center for Research Libraries (CRL), the UW has access to over 5 million volumes, 800,000 foreign dissertations, 66,000 serials, 500,00 monographs, and 10,000 foreign newspapers. UWL currently ranks 5th among the 111 North American Libraries in total number of items loaned to other libraries (**Table E-4**). Since 2014, UWL has lent or borrowed over 300,000 volumes through Interlibrary Loan. UWL participation in national and international cooperative lending systems such as OCLC World Cat enables materials to be widely available and extensively used. As a public institution, UWL provides free access and services to anyone who visits the library. Borrowing privileges are free

to all WA teachers, government workers, and health professionals, and available at nominal annual rates to others. More than 6,000 non-campus researchers are registered to borrow.

F. Quality of Non-Language Instructional Program

◆ **F1. Extent and Quality of Non-Language Course Offerings:** UW offers approximately 120 non-language courses on SA at the BA, MA, and PhD levels across its 3 area campuses and online (**App. C**). In all but a few cases, these courses are available to any student enrolled at UW. Courses are distributed across disciplines and include about 15 classes during each academic year in professional schools that are focused on SA or include SA content. SA courses are also offered through the School of Professional and Continuing Education, as well as UW's innovative online BA in Integrated Social Sciences designed for non-traditional students seeking to finish their college degrees. SAC faculty members provide full coverage of the region with course offerings that include interdisciplinary and cross-disciplinary content on Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka.

All courses offered through SAC programs are available to students pursuing professional degrees in international studies. Both JSIS and SAC cross-list courses with relevant professional schools. An example from Spring 2018 is “Teaching about War and Conflict in the Middle East and South Asia,” a course for pre-service teachers supported with SAC funds and cross-listed in CoE. Formal concurrent degree programs are also available between JSIS and the following professional schools: Public Affairs, Business Administration, Law, Forest Resources, Marine Affairs, and Public Health. SAC faculty members **Chalana** (Urban Design & Planning), **Gupta** (Management), **Prakash** (Architecture), **Rao** (Global Health), and **Lombardi** (Law) *inter alia* bring important SA content, language, and area expertise to professional schools. SA content in professional school courses greatly enhances collaborations and the possibilities of combining area

studies and professional education. These ties have enabled SAC to connect with students of diverse backgrounds, especially women and underrepresented minorities in STEM fields and professional schools, and to mainline students into SA courses. SAC has also benefited from the significant collaborations and exchange programs that many professional school faculty have with educational institutions and other organizations in SA (§H). These include a robust offering of study abroad programs. In the Business School, **Gupta** leads “Indian Society and Business Organizations,” a multi-city study abroad program that focuses on business, society, and corporate responsibility in India. In Built Environment, **Spencer** leads “International Design Activism,” a study abroad program focused on community-based project and impact assessment in Kathmandu, Nepal. In Engineering, **Marshall** leads “Grand Challenges Impact Lab (CGIL) India,” a program based in Bangalore in which advanced undergraduate and graduate students collaborate to tackle big problems, such as food security, clean water, and environmental change.

♦ **F2. Interdisciplinary Courses:** SAC is an independent academic unit housed in JSIS, one of the oldest and largest schools in the country to offer degrees in international and area studies at the BA, MA, and PhD levels. Interdisciplinarity is a hallmark of JSIS, combining the social sciences, humanities, policy studies, and professional training to bring a unique perspective to understanding global affairs. JSIS is a member of APSIA. Director **Kasaba** was unanimously elected President of APSIA in 2017, underscoring the school’s reputation in the field and its commitment to educating future professionals in international and area studies. The study of SA at UW emphasizes inter- and cross-disciplinary perspectives at all levels of instruction. Many of our faculty have appointments and/or affiliations with multiple programs and departments and bring insight from their interdisciplinary research into the classroom. Additionally, the JSIS Asian Studies BA and MA programs are designed to promote interdisciplinarity. Through faculty

involvement with student supervision, courses, seminars, workshops, and conferences, SAC is further engaged with interdisciplinary programs at various schools and programs across UW, including the College of the Environment; Center of Islamic Studies; International Development; Environmental Humanities; Forest Resources; Center for Humanities; Law, Societies and Justice; Center for Demography and Ecology; and Center for Human Rights. The investment in interdisciplinary programs and cross-disciplinary collaborations adds significant value to our program. According to an external review in 2017, “the presence and intellectual vitality of [SAC] has created an infrastructure of remarkable strength across disciplines.”

♦ **F3. Non-Language Teaching Personnel and Training for TAs:** SA has 86 faculty members who since 2014 have taught 527 courses across a broad range of disciplines with class sizes ranging from small seminar to lectures of more than 250. Since 2014, we have averaged 1 new tenure-track appointment per year. Recent hires in anthropology, information, urban planning, and management speak to the array of departments that are investing in SA. In A&S, SAC offers specialized SA coverage by core tenured or tenure-track faculty in Anthropology (2 faculty), Art History (1 faculty), AL&L (5 faculty), Chemistry (1 faculty), Economics (2 faculty), English and Comparative Literature (2 faculty), Music (1 faculty), GWSS (3 faculty), History (3 faculty), International Studies (5 faculty), Political Science (2 faculty). SA is also well represented at UW’s professional schools with tenured or tenure-track faculty in Built Environment (4 faculty), Business (3 faculty), Education (1 faculty), Engineering (2 faculty), Global Health (1 faculty), Law (1 Faculty), and Public Policy (1 Faculty). SAC funds for curriculum development will support new faculty as they settle and expand their teaching portfolios to provide comprehensive coverage of SA, while also finding innovative ways to incorporate SA into topical courses and departmental core courses in schools and colleges where we need additional offerings.

Graduate TAs are vital members of the UW teaching community. TAs generally support undergraduate area studies courses with large enrollments, such as “Introduction to Modern South Asia” and “Buddhist Literature,” as well as language courses. Faculty members supervising TAs visit recitation sections to evaluate performance and provide oral and written feedback. UW is strongly committed to improving instruction by providing access to a wide range of training programs and workshops. TAs take “TA Conference on Teaching and Learning,” a rigorous multi-day workshop at the beginning of the academic year designed to help graduate students prepare for their roles and responsibilities as TAs. UW’s CTL houses a highly skilled professional staff that offers evaluation services and works effectively with both faculty instructors and TAs to improve teaching quality. CTL staff also offer one-on-one consulting to help TAs design class materials, develop classroom strategies, and assess teaching performance. TAs can take several experiential for-credit courses during the academic year, such as “Teaching and Learning in Higher Education” and “Teaching in Global Classrooms.” Since 1984, TAs for whom English is a second language have been required to take “English for International Teaching Assistants,” a 5-week, 5-credit course that assists them with valuable language and presentation skills. UW honors faculty and TAs with teaching awards. **Ramamurthy** (GWSS), **Novetzke** (JSIS), and **McMillan** (Global Studies) have received Teaching Awards and **Amrute** (Anthropology), **Govindrajan** (Anthropology), and SAC Director **Kale** (JSIS) have received Teaching Award Nominations.

♦ **F4. Depth of Course Coverage:** The specialized depth of SA course offerings is demonstrated by the distribution of courses by department and level, and the frequency with which they are offered (**App. C**). UW has a 3-tiered course system: lower-division undergraduate (100-300 level), upper-division undergraduate and graduate (400 level), and graduate courses (500-700 level). In 2016-17, non-language courses included 61 at the undergraduate level (100-499) and 15

at the graduate level (500+). Of these, 25 were listed at the 400/500 level, thus available to both undergraduate and graduate students. Since 2014, there have been 267 non-language SA courses offered in 30 departments. Thesis and dissertation credit, as well as independent study and study abroad, provide additional pathways for students to deepen their engagements with SA and augment the training at all levels of the program.

G. Quality of Language Instructional Program

◆ **G1. Extent of Relevant Language Instruction and Enrollment:** UW offers comprehensive programs in 4 SA languages, all of which are designated LCTL by USED—**Bangla, Hindi, Persian, and Urdu**—and we are developing a performance-based training program in **Nepali** as part of SAC’s NSI (§A). The language program serves a diverse and wide range of students, including undergraduate and graduate majors and minors in language, literature, and culture programs; students whose language training is vital to meet long-term academic and professional goals; and graduate and professional students who develop language skills for success as scholars, educators, and practitioners. In a typical academic year, approximately 73 courses are offered in SA languages from the elementary through the advanced levels (**App. C**). Bangla, Hindi, and Urdu are taught in AL&L, while NELC coordinates the Persian program. UW is unique amongst its peers in offering regular courses at the graduate level in Apabhramsha, Avadhi, Braj, Gandhari, Pali, Prakrit, Rajasthani, and Sant Bhasa. We offer advanced directed readings courses with faculty in several additional languages, including Arabic and Punjabi (in Gurmukhi script) (**Dhavan**) as well as Old and Modern Marathi (**Novetzke**). We offer BA, MA, and PhD specializations in SA languages, and minors in Bangla, Hindi, Sanskrit, and Urdu. In NELC, undergraduate students can major or minor in Persian and Iranian Studies. Tracks in Persian are also popular options for students in the SA MA and Near and Middle Eastern PhD programs.

Between Fall 2014 and Winter 2018, 908 students enrolled in SA language courses at UW. On average, 236 students enroll in SA language courses per year (**Table G-1**). Undergraduate majors and minors in SA languages in AL&L, which are trending in a positive direction over the last 4 years, together with concentrations in NELC, are among the most popular language majors

TABLE G-1: Average Annual Enrollment in SA Languages, 2014-18	
Bangla	17
Hindi	75
Persian	105
Urdu	39

TABLE G-2: Enrollment in SA Language Courses by Division, 2014-18	
Category	%
A&S	48.2
STEM	24.2
Professional	11.5
Other	10.3
South Asia	5.75

in A&S. While enrollment amongst undergraduate arts, humanities, and social science students remains strong, in recent years the SAC program has witnessed an uptick in the number of STEM and professional field majors taking SA language courses (**Table G-2**). UW also benefits from affiliations to SASLI, AIIS, and other external programs, which provide instruction in languages not normally taught at UW. In the past 4 years, UW students have undertaken training in Gujarati, Nepali, Punjabi, Tamil, Tibetan, and Telugu through these programs.

◆ **G2. Extent of Training and Relevant Courses Offered:** Four-year comprehensive courses of study are available in Hindi, Urdu, Sanskrit, and Persian; a 3-year comprehensive course of study is available for Bangla. Classes at the first 3 levels meet at least 5 hours per week, plus time for language laboratory or web-based supplementary work. Classes at the 4th-year level meet at least 4 hours per week with additional time for research and directed reading. All language programs provide competency-based instruction and use integrated curricula written by program faculty. Hindi students can take advanced readings tailored to student interests in various disciplines, as well as advanced conversation. Advanced courses in modern Hindi literature include separate modules for poetry, short stories, and novels, with a new drama module in which Hindi and Urdu students are accommodated together. Courses in classical Hindi literature recently have been expanded to 5-credits. The Urdu program now offers courses on poetry and

literature. Students can take Bangla through the advanced level; those needing additional training are accommodated in “Bangla Readings for Research.” NELC offers Persian through the 4th year and advanced students can take literature and poetry courses, as well as independent studies and directed readings. The Sanskrit program provides a core of 3 years of instruction, in which students obtain a command of the grammar of all major literary genres. At the 4th-year level and above students take advanced readings courses in various sub-fields, such as grammar and epigraphy.

SAC continues to expand its language course offerings in disciplines other than languages and literature. We are creating dedicated language courses that students take simultaneously with courses in non-language subject areas, such as religion and history. The initial offering will be taught in conjunction with an upper-division course on Indian Religions by **Pauwels** in Spring 2019. As part of NSI, we are designing a Nepali summer language course for students and faculty in professional programs engaged with Nepal. This course will be tailored to meet the language-learning needs of graduate students and practitioners in fields such as global health, urban planning, and social work. In partnership with UW’s Global Business Center (GBC), CIBER, and AL&L, SAC is developing Hindi/Urdu for Business courses. We are also designing Language and Culture Essentials modules for business students planning to study abroad. Our faculty work closely with the Certificate of International Studies in Business (CISB) program at the Business School, which provides students with the opportunity to enhance their business studies with language training, overseas learning, and regional expertise.

♦ **G3. Sufficiency of Language Faculty and Exposure to Performance-Based Training**

Methods: UW maintains tenured language faculty positions and promotes its lecturers to senior positions, which brings stability and consistency to instruction. Language courses are taught by 10 faculty in AL&L (**Abedin, Ahmad, Chandekar, Cox, Dubrow, Lenz, Pauwels, Pahlajrai,**

Salomon, and **Shapiro**) and 2 faculty in NELC (**Alavi** and **Shams**), 11 of whom hold PhDs in languages, linguistics, and/or literature. Hindi is taught collaboratively by 3 tenured professors (Dubrow, Pauwels, and Shapiro), 2 senior lecturers (Ahmad and Pahlajrai), and a lecturer (Chandekar). Urdu is staffed by Dubrow and Ahmad. Sanskrit is overseen by 2 renowned tenured professors (Salomon and Cox) and a senior lecturer (Lenz) who also teaches Prakrit, Pali, and Apabhramsha. Alavi, tenure-track, teaches courses on Persian literature and media, while Shams, lecturer, oversees the elementary through advanced-level Persian courses.

With many years of relevant experience in performance-based teaching, UW's language faculty actively contribute to language pedagogy and curriculum development. Shapiro, Dean of Humanities and renown scholar of Hindi, laid the groundwork for the SA language program. He was a member of the panel that developed ACTFL Hindi proficiency standards and conducted workshops at the US-India Educational Foundation for instructors in overseas language programs. All of our instructors will have participated in ACTFL workshops by the end of the current grant cycle. Ahmad is completing certification to be an ACTFL language tester for Urdu. He has developed curricula for all levels of Urdu and was part of the committee that redesigned the curriculum for the Berkeley Urdu Language Program in Pakistan. Abedin has completed ACTFL training, participated in an ACTFL-designed workshop on *Oral Competence*, attended a Center for Advanced Research on Language Acquisition (CARLA) workshop on Developing Classroom Materials for LCTLs, and co-authored a Bangla textbook. Pahlajrai and Chandekar are completing ACTFL training in July 2018. Pahlajrai and Dubrow developed modular units for teaching business Hindi. Pauwels has attended numerous workshops on performance-based teaching and recently trained with Apabhramsha experts in Europe.

♦ **G4. Extent of Performance-Based Instruction, Adequacy of Resources for Language Teaching and Practice, and Language Proficiency Requirements:** The SA language curriculum is performance-based, emphasizing continuous feedback by means of conventional testing, in-class diagnostic observation, and individual consultation. A range of student activities are integrated in the curriculum of each language, from short communicative tasks to longer presentations. Students collect portfolios of their written work to document their learning. Oral proficiency tests are administered to provide specific metrics of progress. Students receive regular feedback on their written work, oral performance, vocabulary acquisition, and listening comprehension. Courses use materials developed by our own instructors tailored for different levels of competency to provide maximal flexibility. In order to enable students to master skills at their own pace, classroom strategies include online and blended learning. Each instructor has developed websites tailored to student needs, with links to online databases and learning aids.

Students can access a variety of facilities and resources, including websites with supplemental drills, review materials, and study aids. UW's technical support and teaching resources are superb. Our instructors use LLC, a state-of-the-art facility providing digital multimedia for language and culture study, to create new materials for performance- and task-based instruction. Portable digital video recording equipment allows instructors to make field recordings. LLC hosts a variety of language learning resources on its HTML5 streaming server, available to all UW students. The many resources for SA languages include 275 media resources for Bengali, 142 for Urdu, 37 for Sanskrit, 18 for Tamil, and 16 for Persian, as well as a full-scale online Hindi course. LLC offers all students free access to SCOLA, a digital resource full of streaming and archived media in SA languages that have been annotated and indexed. LLC classrooms have video cameras for students to sign, record, and communicate in any language.

The labs also provide webcams for video chatting anywhere in the world, and for recording audio and video responses in homework. The 2 free-study labs were used last year by over 7,000 students. Our faculty maximize the value of LLC's resources and facilities. Urdu faculty have created new A/V materials for use in all levels of instruction; these materials are available online and have been used by faculty at other universities. Ahmad collects materials from Urdu language media to expose students to different registers, topics, and situations, and appropriate written and oral questions are posed to students, with the difficulty level increasing at each step. Used to identify students' abilities on the Interagency Language Roundtable Scale (ILR) scale, this program will be expanded to all of our FLAS-eligible languages in the forthcoming grant cycle. In Year 1, we will develop a performance-based instruction model for our Nepali language module.

All SA languages taught at UW and addressed in this proposal are LCTL. Proficiency goals are set to align with ACTFL targets at elementary, intermediate, and advanced levels. For Bangla, Hindi, Urdu, and other SA languages taught in AL&L, students take written and oral examinations to determine proficiency and placement; NELC offers similar examinations in Persian through UW's Office of Education Assessment. SA and NELC language majors and minors must acquire specific listening, reading, writing, and speaking skills in the target language that are relevant to each level of instruction.

H. Quality of Curriculum Design

♦ **H1. Undergraduate Degree Programs and Requirements:** The study of SA at UW is integrated into all levels of the UG curriculum in A&S (**Table H-1**). A&S has over 21,000 students and awards 60% of bachelor's degrees at the Seattle campus. UG students with a primary interest

in SA languages and literature major or minor in a SA track in AL&L, which has nearly 4,000 students in its courses annually. Students majoring in AL&L (138 in 2016-17) explore the cultural, literary, and linguistic aspects of Asia, and are encouraged to enrich their knowledge by studying in the region. Majors specialize in Hindi, Urdu, Bangla, or Sanskrit; complete 3 years of language study through the advanced level; and take area studies classes in the arts, humanities, and social

Table H-1: Undergraduate Degree Options	
Majors	
Asian Languages & Cultures (AL&L)	
SA Languages & Literature: Hindi (AL&L)	
SA Languages & Literature: Sanskrit (AL&L)	
Asian Studies (JSIS)	
International Studies: SA (JSIS)	
Persian & Iranian Studies (NELC)	
Minors	
Asian Languages & Cultures (AL&L)	
Asian Languages & Cultures: Bangla, Hindi, Urdu, or Sanskrit (AL&L)	
SA Studies (JSIS)	
Persian and Iranian Studies (NELC)	

sciences (75 total credits). In past years, students have trained in additional languages (e.g. Punjabi) through UW's national and international consortia and language training programs. A minor requires 15 credits of language study and 15 credits in SA humanities and social sciences. For students interested in Persian, NELC offers majors and minors in Persian and Iranian Studies. Many students pursue double and triple majors,

pairing a language degree with study in professional (e.g. Business) and/or social science disciplines (e.g. Economics). The Asian Studies (AS) major in JSIS is another popular option for students interested in SA. Requirements in AS include 2+ years of language study, 50 non-language credits, and a capstone research paper. SA faculty teach in programs across A&S, such as History, Anthropology, and GWSS, which have high enrollments and draw students from across fields and disciplines. Additionally, UGs can take SA-related classes in many professional schools, including Built Environments, Business, Information, and Public Health (**Table H-2**).

◆ **H2. Extent of Student Academic and Career Advising:** JSIS is home to a dedicated team of professionals that provides expert guidance to help students achieve their academic and

professional goals, and timely information about degree requirements and fellowship opportunities, such as FLAS. While Academic Services focuses on our students' welfare and success in the classroom, the Office of Career Development at JSIS provides a bridge to the workplace with professional development opportunities, training workshops, and information sessions with employers. The popular JSIS course "Careers and Professional Development in International Studies" acquaints students with careers in diplomacy, intelligence, U.S. Government, multi-laterals, non-profits, and think tanks, and supports the acquisition of skills critical for success in the modern workforce. SAC Director (**Kale**) and AD (**Ostroff**), along with each student's individual adviser, advise SA majors, minors, discipline-based students, and students in professional degree programs.

TABLE H-2: Programs Hosting SA Courses 2015-18
Note: * indicates Professional School

Anthropology	English
Art History	Gender Studies
AL&L	Geography
UW Bothell & UW Tacoma	History
Built Environments*	Information*
Business*	International Studies
Cinema & Media Studies	Law*
Comparative History of Ideas	Law, Societies & Justice
Comparative Literature	Music
Comparative Religion	NELC
Education*	Political Science
Engineering*	Public Health*

♦ **H3. Graduate Training and Degree Requirements:** Students can pursue the study of SA in numerous graduate programs across UW. In JSIS, SAC coordinates a SA-focused MA in International Studies (MAIS), which requires at least 3rd-year language proficiency; 36 credits (including 2 interdisciplinary foundational seminars, a research design seminar, and 21 credits from at least 2 departments); an article-length thesis or 2 research papers; and an oral exam. The SAC program balances training for PhD studies with preparation for careers in government, business, non-profits, and teaching in the K-12 rank. Our MA graduates since 2014 are now in government service, think tank research, technology companies, and in PhD programs at Chicago, Cornell, Harvard, Edinburgh, UC Berkeley, UC Santa Barbara, Virginia, and UW among many others. JSIS students can pursue concurrent MA degrees with 7 professional schools (Business,

Public Policy, Forestry, Law, Information, Marine Affairs, and Public Health) and over 35 interdisciplinary certificates. Students can also receive specialized SA training through the MA in Applied International Studies (MAAIS) at JSIS, a 1-year policy-oriented degree geared toward mid-career professionals that draws students from government, military, NGO, and private sectors. AL&L offers MA and PhD programs in SA languages and literature with concentrations in Hindi and Sanskrit, as well as a disciplinary concentration in Buddhist Studies, the latter of which includes a specialized SA Buddhism track that requires language study in relevant languages such as Pali, Sanskrit, and Gandhari. For students interested in Persian, NELC offers a MA program, while UW Graduate School coordinates an interdisciplinary PhD program in Near and Middle Eastern Studies. PhD students focused on SA are well represented across UW, with students currently pursuing degrees in Anthropology, Economics, GWSS, History, Political Science, Social Work, and Urban Design and Planning among others. SAC also offers a South Asia Studies Graduate Certificate (SASGC) to deepen interdisciplinary knowledge of the region that is open to any UW graduate student. Requirements for the SAGC include 2 foundational seminars, a SA-focused elective, and a capstone paper.

TABLE H-3: Selected Study Abroad Opportunities (2012-2018)			
Program Name	Country	Department(s)	Avg. # of Students
Architecture India	India	Build Environment	16
Health in the Context of Culture	India	Nursing	23
Women, Leadership & Entrepreneurship	India	Business	22
Social Justice & Artistic Expressions	India	CHID	16
Yoga, Politics, Culture & the Environment in India's Himalaya	India	JSIS; CHID	13
Design and Development in Nepal	Nepal	JSIS; Landscape Architecture	10
Grand Challenges Impact Lab	India	Engineering	19

♦ **H4. Research, Study Abroad, and Language Training Arrangements:** The expansion of study abroad opportunities is central to UW's mission to be a global university. As an indicator of success, roughly 2,200 UW students participate in international programs every year. Housed in OGA, UW Study Abroad offers advising services, pre-departure orientations, and support during

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and after the experience. Students are encouraged to deepen their SA studies by spending time in the region for language study, research, experiential learning, and internships. Study abroad opportunities in SA include: UW faculty-led study abroad programs and exploration seminars; independent learning, research, and field studies; and 3rd-party programs approved by UW. SAC sponsors numerous research and study abroad options (**Table H-3**), for which students can receive credit to satisfy degree requirements. In 2012-17, 362 students studied abroad in SA, over 65% of

TABLE H-4: Study Abroad Participation in Nepal, 2012-17	
Department/Program	% of students
Medicine	28%
Public Health	23%
JSIS	10%
Built Environments	10%
STEM Majors	7%
Other	22%

whom came from professional and STEM fields. Notable in the last 4 years are new programs to SA from Landscape Architecture, Engineering, and Business. Nearly 70 students traveled to Nepal since 2014, reflecting the impact of NSI (**Table H-4**). UW is a Class A member of AIIS, and

full member of the American Institutes of Bangladesh, Pakistan, and Sri Lankan Studies, all of which are affiliates of CAORC. UW students every year attend year- and summer-long language training in SA under their auspices. UW students have received grants from Boren, CLS, AIIS, and FLAS for language study overseas. Students participate in language programs run by AIIS, Cornell in Nepal, and SASLI at UW-Madison. SAC is formalizing AIIS language programs as a study abroad option, enabling UW students to use financial aid and receive credit.

I. Outreach Activities

♦ **I1a. Impact of K-12 Programming:** Outreach activities are managed by OC Ostroff with input from faculty members and often in collaboration with other NRCs at JSIS. For over 40 years, SAC has served as a vital resource for K-12 teachers in the region and nationally. Diversity, equity, and inclusion are at the heart of SAC outreach activities. SAC serves educators through professional development programs, training workshops, and curricular resources for K-12

teachers in Seattle, the PNW, and across the US. Between 2014-2018, SAC served an average of 126 educators annually through teacher training activities and professional development events, and approximately 400 educators were reached annually at all SAC outreach events during that same period. Since 2014, SAC has hosted 17 events designed to meet the professional and educational needs of K-12 teachers, such as those for which teachers received services hours, and another 51 events that supported pre- and in-service teacher development.

SAC teacher training initiatives include topical workshops, classroom presentations, individual meetings, and competitive grants to support the development of new SA curricula. SAC reaches thousands of teachers and students every year with its Newspapers in Education (NIE) program, a decade-long project run by JSIS NRCs in conjunction with *The Seattle Times* to promote learning and literacy by providing electronic newspapers with sponsored curriculum throughout WA and beyond. Global Classroom, a series of events organized with the World Affairs Council (WAC), brings curriculum and training to classroom teachers on contemporary topics focused on India, Pakistan, and Nepal. SAC and UW's CGS and SEAC have a multi-year partnership with Highline Public Schools to provide teacher training, guest lectures, and resource materials (e.g. curriculum guides) to teachers for in-service training. In recent years, the program has included modules on graphic novels, contemporary authors, and the Ramayana. SAC also supports Highline's Contemporary Global Issues (CGI) series on topical issues such as migration, sustainability, and economic development. SAC's partnership with Highline is important given the size and demography of the school district; the 19,730 students include Amer. Indian/Alaskan Native (0.9%); Asian (14.2%); Pacific Islander (4.3%); Black (13.7%); Hispanic (38.0%); White (23.0%); and Multi-racial (6.0%). Currently, 63% of Highline students qualify for free or reduced meals and 26.9% are categorized as English Language Learners. The Washington State Council

for the Social Studies (WSCSS), which hosts an annual conference for K-12 teachers, featured 9 speakers from JSIS in 2018 and spotlighted a presentation on “The Partition of British India.”

Taranath conducts professional development and pedagogy workshops for K-12 language arts teachers through UWHS, which since 1981, has brought UW credit courses to high school, with special emphasis on rural areas and underserved communities. SAC and other JSIS NRCs contribute annually to the UWHS program to support teacher training, professional development, and efforts to design and expand curriculum with a SA and global focus. OC **Ostroff** is a member of the SA National Outreach Consortium (SANOC), established in 2009 as a consortium of SA NRCs and non-NRC institutions, which sponsors the SA Book Award (SABA). SAC annually sponsors an experienced teacher to serve on the award committee and write curriculum. Ostroff is also a member of the Committee on Teaching about Asia (CTA), a national network that promotes Asia-focused curricula and teaching resources. For a representative sample of outreach since 2014, see **Table I-1**. Ongoing and proposed K-12 outreach activities are listed in §A.

Table I-1: Selected Regional and National Impact of Outreach, Fall 2014-Winter 2018	
K-12 Outreach	Attendance
Teacher Training: Newspapers in Education: “Global Energy Today: The Asian Nexus.”	18
Teacher Training: Global Asia: Yesterday, Today and Tomorrow	28
Teacher Training: Cultural Competence through Close Reading: SA and SEA Literature	96
Teacher Training: Newspapers in Education - Tacoma	12
Teacher Training: Partition in South Asia - Bellevue	78
Teacher Training: Highline Schools Case Study Workshops 1 & 2	32
2014 Dance Workshop for West Campus Children’s Center Preschool	28
Post-Secondary Outreach	Attendance
South Asia Conference of the Pacific Northwest (SACPAN) Annual Participation	226
WSCSS Chelan Conference Presentation 2017	29
Teacher Training: 2017 Community College Master Teacher Institute	22
Teacher Training: 2018 Community College Master Teacher Institute (to be held July 2018)	TBD
Public Affairs, Government, Business, and General Public Outreach	Attendance
Small lectures, panel discussions, classroom visits & symposiums	3540
Artistic & cultural events incl. film screenings, musical performances, & cultural celebrations	1794
Poetics of Subaltern Life-Worlds Symposium	125
Exhibition: Bollywood & Bolsheviks: Indo-Soviet Collaboration in Literature & Film 1954-1991	3000
2016 Bangladesh Development Seminar: Training Conference	24

2015 SAM Exhibition: City Dwellers: Contemporary Art from India	700
2014 9 th Annual Tasveer South Asian Film Festival (TSAFF)	1000
2014 Business Briefing: “India’s ‘Transformative Moment?’ Modi, Economy, & Airspace”	55

♦ **I1b. Impact of Post-Secondary Programming:** Since 2014, SAC has hosted hundreds of events to reach students, faculty, and staff at the post-secondary level through a range of diverse programs about SA. SAC works closely with community colleges to improve international education. At UW, SAC co-sponsored with the Middle East Center (MEC) an innovative course in CoE for pre-service teachers, “Teaching About Wars and Conflicts in SA and the ME.” SAC is a key part of the CCMTI, an annual curriculum development workshop sponsored by JSIS that brings together CC educators across disciplines, including STEM, interested in networking with their peers and incorporating new information on international studies into their teaching and mentoring. Since 2014, CC faculty from 24 schools across 5 states (WA, OR, FL, WI, MI) have attended CCMTI. In July 2017, 22 CC faculty attended CCMTI at UW on the theme Global Human Security. In collaboration with 4 other JSIS NRCs, SAC offers an Asian Studies Course Development Grant (ASCDG) to CC instructors to support new course development, revision to an existing course, or creation of a new course module. Additional funding for project-related travel to Asia is also available to successful applicants, who are granted access to UW Library resources and can partner with UW faculty. Since 2014, 18 CC instructors have received ASCDGs. In AY 2017-18, an instructor in New Jersey received an award to revise her SA history course, and a CC teacher in Washington State traveled to Nepal to update a course on sociology and development. All these activities supplement our other post-secondary outreach efforts, such as SACPAN, a conference jointly sponsored by UW and UBC. Founded in the 1960s to foster collaboration between SA scholars in the PNW, SACPAN is held annually in February/March at UW, UBC, and occasionally other campuses in the region. SACPAN attracts students and faculty from campuses throughout the PNW, including Simon Fraser, Reed, Whitman, and Portland State.

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Our partners at UBC recently secured a multi-year grant from their university and the BC government to work with SAC to build a “Cascadia Corridor” of research, innovation, and exchange. SAC also hosts the Northwest South Asia Net (NWSANet), a listserv with over 500 subscribers from the region used to share information and resources. SAC convenes an active Colloquium Series where scholars from the US and abroad give talks for UW faculty, students, and the broader public.

♦ **I1c. Impact on Business, Media, and the General Public:** SAC and CIBER jointly hosted a 1-day symposium in 2017 on US-India Economic Relations that brought SA faculty from JSIS, Business, and Engineering together with representatives from Boeing, Amazon, law firms, and startups to discuss bilateral economic relations. At the bi-annual meetings of the Asia Business Forum, a local non-profit that serves trade, policy, legal, and business communities with ties to Asia, SAC faculty **Kale** and **Yang** update audiences of 80-100 about contemporary economic and political events in SA. Since 2017-18, SAC participates in a 3-school collaboration between JSIS, UW Business, and UW Law to sponsor GBLI, which holds interdisciplinary events on international business, law, and policy topics. Through a new partnership with the Jindal School of Law in India, GBLI’s India Forum, which is convened at a downtown law firm, brings together experts from UW and Jindal via video-conference to provide knowledge about India to legal and business experts from India and PNW who work in transactions law. Director Kale is a member of the GBLI steering committee and she and Yang have both presented at the Forum. SAC collaborates with local SA-focused organizations, including the India Association of Western Washington (IAWW), the Pakistan Association of Greater Seattle, the Association for India’s Development, Nepal Seattle Society, and the Washington India Trade Relations Committee among others. Through the Oral Narratives project, spearheaded by UW librarian Banerjee, SAC works

closely with community members to document personal experiences of SA immigration to the region. SAC partners with the Seattle Asian Art Museum, on the advisory board of which SAC faculty member **Khullar** sits, to produce a series of public talks by distinguished scholars at the museum and on campus, where average attendance is 200. SAC is a lead sponsor of TSAFF, a 10-day annual film festival that engages the community through films, storytelling, and visual art from SA and its diaspora. In conjunction with SAC courses, TSAFF convenes screenings, panel discussions, faculty talks, and visits by directors. Through its annual support of the Seattle International Film Festival (SIFF), one of the largest in North America, SAC sponsors a film from SA and reaches more than 150,000 people. SAC faculty frequently share their expertise with media outlets in the US and globally. For example, since 2017, **Prakash** has hosted a weekly podcast “Architecture Talk” that has been downloaded by 6,300 users in more than a dozen countries. In 2017-18, **Kale** and **Novetzke** commented for the NPR podcast *Rough Translation* about the political and religious significance of yoga in India, and **Rao** was featured in an episode of PBS’s “First Civilizations” to discuss the Indus Valley seals.

J. FLAS Awardee Selection Procedures

♦ **J1. Quality of FLAS Selection Plan and Program:** The FLAS Fellowship is advertised throughout the year via websites, printed flyers, social media, and listservs. FLAS resources, including news about current fellows and alumni, are maintained on the JSIS and SAC websites. Publicity materials are sent to student, faculty, and staff listservs and further amplified on social media platforms, including Facebook, Twitter, and YouTube. An average of 47 visitors per day access the UW FLAS website, a comprehensive online resource where current and prospective students can submit applications, review FAQs, find information sessions, and schedule advising appointments. Postcards with FLAS information are available throughout the year in advising

offices across UW. Print flyers are distributed in student services offices, classrooms, dorms, and student organization/support offices, including the Offices of Study Abroad, Minority Affairs, Veterans Affairs, Disability Services, and Fellowship Advising. Flyers are distributed at events such as new-student orientation, FLAS information sessions, language club, and ROTC meetings.

FLAS Coordinator (FC) **Davis** reaches approximately 5,000 current and prospective UW students each year with in-person advertising efforts. The FC organizes 15 to 20 information sessions online and at various locations across UW, at least 5 of which are held at professional schools. The FC and SAC AD visit classrooms throughout the academic year and reach incoming students by attending new-student orientation sessions in programs such as International Studies, Business, and Engineering. FLAS information is disseminated at the UW Fellowships Fair and the

TABLE J-1: FLAS Selection Timeline	
All Year	Fellowships Advertised
Oct. 31-Jan. 31	Competition Opens
Feb.-Mar.	Committee Evaluates & Ranks Applicants
Mar.-April	Applicants Notified

UW Study Abroad Fair, while webinars and online advising provide information to students who are abroad and/or applying for

admission to UW. The FC meets with applicants for individual advising appointments. To encourage a wide ranging and diverse applicant pool, the FC collaborates with departmental advisors and faculty in STEM fields and professional schools to explain the benefits and requirements of the program. Equipped with deeper knowledge of the FLAS fellowship, faculty and advisors are better positioned to advertise the program and advise applicants on the application process. Faculty and academic advisor referrals are at the core of our FLAS advertising campaign, as students rely on these trusted departmental sources of information to advance their language-learning and area studies goals. See **Table J-1** for our FLAS Selection Timeline.

SAC will only award FLAS fellowships in LCTLs and prioritize meritorious students applying for advanced-level language study. SAC will prioritize applicants 1) who are interested

in government service and/or demonstrate potential in meeting critical national security needs; 2) with demonstrated financial need; and 3) pursuing a career in a professional field. During the current grant period, the FLAS applicant to award ratio is approximately 4:1. The AY Graduate FLAS applicant field is especially competitive, with an applicant to award ratio of 6:1 in 2017-18. SAC has a proven track record of awarding FLAS fellowships in a manner that conforms to the announced competitive priorities. Since 2014, SAC has awarded 100% of its FLAS fellowships in LCTLs. Of total awardees, 43% are intent on pursuing a career in government service and 78% demonstrate financial need. Awardees represented 22 departments, including students from STEM fields and professional schools such as Law, Business, and Global Health. Importantly, applications from STEM and professional students increased from 6% to 36% of the total applicant pool in the last 4 years. In 2017-2018, 43% of UW awardees are STEM/professional students, 57% express an interest in government work, and 85% demonstrate financial need.

Students apply for FLAS fellowships through our award management system, which is available through a public link on our website. The application follows best practices in accessibility and navigation and is clearly organized into 6 user-friendly pages: (1) Profile, (2) Academic Status and Career Goals, (3) Educational Background, (4) Financial Need Information, (5) Recommendations, and (6) Proposal. The application gathers information on academic ability to ensure that awards are given to students with potential for high academic achievement. The application gathers additional information to facilitate the selection of FLAS fellows according to the priorities. Applicants must submit: (1) transcripts from all colleges/universities attended; (2) relevant test scores (e.g. GRE); (3) career goals and previous employment; (4) awards received; (5) federal student aid report (SAR) or UW Office of Financial Aid offer letter, both of which include the student's expected family contribution (EFC); (6) 3 letters of recommendation for

graduate students and 2 for undergraduates, including one that attests to the applicant's foreign language ability; (7) list of foreign languages spoken and at what level; (8) an outline of the proposed course of study as it impacts the student's academic and career goals. The FC manages the application process and advises students on all steps in the application. Disability accommodation in the application process is provided by the UW Disability Services Office.

The SAC FLAS Selection Committee is appointed by SAC Director and is comprised of 1 SA language instructor, 1 SA professional school faculty member, the SAC Graduate Coordinator, and 1 other SA faculty member. The Committee evaluates applications according to the following criteria: (1) potential for high academic achievement, as demonstrated by transcripts, test scores, letters of recommendation, and applicant statement; (2) previous foreign language training and demonstration of ability to gain advanced proficiency in a foreign language; (3) interest in a priority LCTL; (4) preference for a career in government service and/or role that meets a critical national security need; (5) interest in pursuing a professional career; and (6) financial need. The SASLI Board uses selection criteria similar to SAC's and nominates a FLAS award to SAC. SAC vets the applicant, makes the award, ensures that all terms are fulfilled, and completes all reporting.

K. Priorities

◆ **K1 & K2. Priorities Served:** We are addressing all announced Absolute and Competitive Preference Priorities with the activities listed in **Table A-1** and marked with **AP** and **CPP** in the Budget (**App. A**). For the FLAS section of this application, SAC meets **CPP1** by prioritizing financial need for selection of all applicants; and meets **CPP2** by awarding fellowships exclusively for priority languages.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ **Comprehensive National Resource Center**
☐ Undergraduate National Resource Center
☒ **Foreign Language and Area Studies Fellowships**

Federal Funds Requested

NRC Request

Year 1: \$274,066 Year 2: \$274,388 Year 3: \$274,682 Year 4: \$278,693

FLAS Request

Year 1: \$402,000 Year 2: \$402,000 Year 3: \$402,000 Year 4: \$402,000

Type of Applicant

- ☒ **Single institution** University of Washington
☐ Consortium of institutions
☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input checked="" type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bangla, Hindi, Persian, Urdu

**University of Washington
National Resource Centers & FLAS Fellowships Programs
South Asia: FY 2018-2021**

Diverse Perspectives and Areas of National Need Descriptions

1) Diverse Perspectives

Conducting activities that promote diverse perspectives and advance evidence-based, intellectually rigorous debates about South Asia is integral to the mission of the South Asia Center at the University of Washington. Since the first Sanskrit course was offered in 1909, the University of Washington has been a national and international hub for the study of South Asia. The first National Resource Center for South Asia at the University of Washington was founded over 40 years ago and has since exposed generations of students, scholars, and members of the general public to the cultures and languages of this diverse region. The South Asia Center sponsors educational programs that deepen and enrich public knowledge, understanding, and appreciation of Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. As an academic unit in the Henry M. Jackson School of International Studies, the South Asia Center is committed to providing a range of perspectives on issues of regional, national, and international significance. As the only comprehensive academic resource center in the Pacific Northwest focused exclusively on advancing public knowledge about South Asia, we play a critical role in educating Americans across the educational spectrum about the diverse range of opinions, perspectives, and attitudes that comprise public discourses about countries in the region. Activities in our current proposal are designed to increase capacity in a range of fields and professional areas, such as education, business, law, engineering, and public health; support and strengthen curriculum on South Asia at K-12 schools, regional community colleges, and minority-serving institutions; develop area studies and language programs with the College of Education at the University of Washington; train the next generation of teachers and professionals with area expertise and linguistic skills relevant to South Asia; and advance the Center's diversity, equity, and inclusion initiatives. The variety of backgrounds of the population who are involved in South Asia Center programming and whose views and ideas are expressed at our programs, is among the widest available, and we strive to expand the scope of our programming to ensure that diverse perspectives are always represented. The Center's diverse faculty and varied interests, disciplines, and perspectives ensure that our proposed activities will continue to be conducted in an intellectually dynamic, accommodating, generative, and rigorous space.

2) Areas of National Need

The South Asia Center will continue to address areas of national need through thoughtfully designed programming and activities that encourage government service, as well as careers in the educational, business, technology, health, and nonprofit sectors. The South Asia Center's career placement data clearly indicates our commitment to this mandate from the US Department of Education. In recent years, our undergraduate and graduate students have taken the next step in their professional careers by pursuing (and completing) doctoral degrees in a range of academic research fields, as well taking roles at think tanks, nonprofit organizations, government agencies, technology companies, institution of higher education, and K-12 schools. We will continue to

encourage our students to consider career paths that align with national needs through thematic, multi-part alumni career development panels. The South Asia Center also promotes and encourages students to participate in a wide array of career planning and career counseling opportunities organized by the Jackson School, such as employer recruitment sessions held throughout the year and a for-credit career development course for graduate students. As a Comprehensive National Resource Center, we will continue to offer high-quality, performance-based language instruction in critical, less-commonly taught languages through the advanced level in Bangla, Hindi, Persian, and Urdu. Training in these languages is available to students in all schools and departments at the University of Washington and neighboring institutions of higher education, as well as members of the general public who choose to audit courses. To address areas of national need, we are launching a Nepali summer language module designed to accommodate the academic and professional goals of professional students, faculty, and practitioners in business, law, global health, social work, engineering, and architecture at the University of Washington and across the United States engaged with Nepal. We are deepening our partnerships with many professional schools at the University of Washington. For example, in collaboration with the Foster School of Business, we are designing Business Hindi/Urdu courses. Along with the Center for International Business Education and Research (CIBER) at the Foster School, we will support undergraduate and graduate business curriculum by offering pre-departure orientation sessions on the languages and cultures of South Asia. The South Asia Center will join other National Resource Centers at the Jackson School to launch a new partnership with the College of Education. We will deepen our partnerships with the Landscape Architecture and Engineering programs to prepare professional students for study abroad experiences in South Asia. Along with South Asia National Resource Centers across the country, we will work with and support the South Asia Summer Language Institute at the University of Wisconsin, Madison. The University of Washington is also a member of the American Institutes of Bangladesh, Indian, Pakistan, and Sri Lanka Studies, through which our students may study South Asian languages included on the Secretary's priority list, including Gujarati, Kannada, Kashmiri, Malayalam, Marathi, Panjabi, Pashto, Tamil, Telugu, and Tibetan. South Asia Center faculty and staff work closely with units across campus, including Business, Education, Public Affairs, Medicine, Global Health, Architecture, and Law, to drive engagement and augment the existing strengths of the University of Washington. The disciplinary breadth of the South Asia Center and its faculty ensures that our resources meet the needs of students and faculty whose career trajectories are set for professional fields and areas of national need, such as the business, education, technology, public, and nonprofit sectors. Our outreach activities also serve national need through teacher training workshops, collaborations with private enterprises to improve US business relations in South Asia, and the promotion of enriched understandings of South Asia in the broader public through knowledge dissemination.

NAME	RANK	DEPARTMENT	% OF TIME RELEVANT TO PROGRAM	PAGE
PROJECT DIRECTOR				
Kale, Sunila	Associate Professor	International Studies	50-100%	1
TEACHING PERSONNEL				
Abedin, Nandini	Lecturer	Asian Languages & Literature	50-100%	2
Agrawal, Nidhi	Professor	Marketing	25% or less	2
Ahmad, Jameel	Senior Lecturer	Asian Languages & Literature	50-100%	3
Alavi, Samad	Assistant Professor	Near Eastern Languages & Civilization	25% or less	3
Amrute, Sareeta Bipin	Associate Professor	Anthropology	25-50%	4
Anderson, C. Leigh	Professor	Public Policy	25% or less	4
Athreya, Jayadev	Associate Professor	Mathematics	25% or less	5
Bailkin, Jordanna	Professor	History	25% or less	5
Balakrishnan, Sundar	Professor	Business Administration	25% or less	6
Beaudoin, Kathleen M.	Associate Professor	Education	25% or less	6
Bessner, Daniel	Assistant Professor	International Studies	25% or less	7
Bezruchka, Stephen	Senior Lecturer	Health Services	25% or less	7
Brass, Paul R.	Professor Emeritus	Political Science	25% or less	8
Callahan, Mary	Associate Professor	International Studies	25% or less	8
Chalana, Manish	Associate Professor	Urban Design & Planning	25-50%	9
Charusheela, S.	Professor	Arts & Sciences	25% or less	9
Chudler, Eric H.	Research Associate Professor	Bioengineering	25% or less	10
Citrin, David	Affiliate Instructor	Anthropology	25% or less	10
Conlon, Frank F.	Professor Emeritus	History	25% or less	11
Cox, Collett	Professor	Asian Languages & Literature	50-100%	11
Dhavan, Purnima	Associate Professor	History	50-100%	12
Downer, Ann E.	Associate Professor	Global Health	25% or less	12
Dubrow, Jennifer E.	Assistant Professor	Asian Languages & Literature	50-100%	13
Ellingson, Ter	Professor	Music	50-100%	13
Fong, Christina Ting	Lecturer	Management	25% or less	14
Gangolli, Ramesh	Professor Emeritus	Mathematics	50-100%	14
Govindrajan, Radhika	Assistant Professor	Anthropology	25-50%	15
Grover, Himanshu	Assistant Professor	Urban Design & Planning	25-50%	15
Gupta, Abhinav	Assistant Professor	Management	25% or less	16
Heath, Rachel	Assistant Professor	Economics	25% or less	16
Holman, Darryl	Associate Professor	Anthropology	25% or less	17

Hossain, Faisal	Professor	Civil & Environmental Engineering	25% or less	17
Kaviani, Khodi	Affiliate Lecturer	Education	25% or less	18
Keating, Christine	Associate Professor	Gender, Women & Sexuality Studies	25-50%	18
Keyes, Charles	Professor Emeritus	Anthropology	25% or less	19
Khalil, Fahad	Professor	Economics	25% or less	19
Khullar, Sonal	Associate Professor	Art History	50-100%	20
Kotha, Suresh	Professor	Management	25% or less	20
Krishnamurthy, Sandeep	Professor	Business Administration	25% or less	21
Krishnan, Kannan M.	Professor	Materials Science & Engineering	25% or less	21
Kumar, Vipin	Professor	Mechanical Engineering	25% or less	22
Kurian, Alka	Senior Lecturer	Arts & Sciences	50-100%	22
Kyes, Randall C.	Research Professor	Psychology	25% or less	23
Lenz, Timothy J.	Acting Assistant Professor	Asian Languages & Literature	50-100%	23
Leonetti, Donna	Professor Emeritus	Anthropology	25% or less	24
Lombardi, Clark B.	Professor	Law	25% or less	24
Mahadevan, Sudhir	Associate Professor	Comparative Literature	25-50%	25
Marshall, Julian	Professor	Civil & Environmental Engineering	25% or less	25
McMillin, Divya	Professor	Culture, Arts & Communication	25-50%	26
Mosca, Matthew	Assistant Professor	History	25% or less	26
Motha, Suhanthie	Associate Professor	English	25% or less	27
Novetzke, Christian L.	Professor	International Studies	25-50%	27
Osanloo, Arzoo	Associate Professor	Law, Societies, & Justice	25-50%	28
Pahlajrai, Prem	Lecturer	Asian Languages & Literature	50-100%	28
Parker, Samuel	Associate Professor	Culture, Arts & Communication	50-100%	29
Pauwels, Heidi Rika Maria	Professor	Asian Languages & Literature	50-100%	29
Potter, Karl H.	Professor Emeritus	Philosophy	25% or less	30
Prakash, Aseem	Professor	Political Science	25% or less	30
Prakash, Vikramaditya	Professor	Architecture	50-100%	31
Rakhra, Raj	Lecturer	Management	25% or less	31
Ramamurthy, Priti	Professor	Gender, Women & Sexuality Studies	25-50%	32
Rao, Deepa	Associate Professor	Global Health	25% or less	32
Rao, Rajesh	Associate Professor	Computer Science & Engineering	25% or less	33
Rathod, Pradipsinh	Professor	Chemistry	25% or less	33
Reddy, Chandan	Associate Professor	Gender, Women & Sexuality Studies	25% or less	34
Robinson, Cabeiri	Associate Professor	International Studies	50-100%	34

Rose, Elaina	Associate Professor	Economics	25% or less	35
Roy, Sumit	Professor	Electrical Engineering	25% or less	35
Salomon, Richard	Professor	Asian Languages & Literature	50-100%	36
Sears, Laurie J.	Professor	History	25% or less	36
Shams, Shahrzad Sherry	Lecturer	Near Eastern Languages & Civilization	50-100%	37
Shapiro, Michael C.	Professor	Asian Languages & Literature	25-50%	37
Sherpa, Pasang Y.	Affiliated Faculty	International Studies	50-100%	38
Snellinger, Amanda	Affiliated Faculty	International Studies	25% or less	38
Spencer, Ben	Associate Professor	Landscape Architecture	25% or less	39
Srinivasan, Vivek	Research Scientist	Tech Policy Lab	25-50%	39
Taranath, Anupama	Senior Lecturer	English/CHID	25-50%	40
Tokuno, Kyoko	Senior Lecturer	International Studies	25-50%	40
Van Dyke, Virginia	Affiliate Instructor	International Studies	50-100%	41
Varghese, Manka	Associate Professor	Education	25% or less	41
Williams, Nathalie	Associate Professor	International Studies	25% or less	42
Winn, Jane K.	Professor	Law	25% or less	42
Yang, Anand	Professor	International Studies	50-100%	43
Zafer, Hamza A.	Assistant Professor	Near Eastern Languages & Civilization	50-100%	43
STAFF (NON-TEACHING PERSONNEL)				
Banerjee, Deepa	Librarian	South Asia Studies	50-100%	44
Charlton, John	Director, Career & Alumni Services	International Studies	25% or less	44
Craig, Donald	Database Manager	International Studies	25% or less	45
Davis, Robyn	Director of Fellowships	International Studies	25% or less	45
Halliday, Scott	Program Coordinator	Nepal Studies Initiative	50-100%	45
Haslam, Mark	Director of Computing Services	International Studies	25% or less	46
Iltis, Linda	Lead Advisor	International Studies	25% or less	46
Latsch, Wolfram	Director, Academic Services	International Studies	25% or less	46
Marts, Joan	Undergraduate Advisor	International Studies	25% or less	47
Moran, Peter	Director	UW Study Abroad	25% or less	47
Oppenheimer, Dvorah	Financial Administrator	International Studies	25% or less	47
Ostroff, Samuel	Associate Director	South Asia Center	50-100%	48
Phippen, Ed	Consultant/Evaluator	Phippen Consulting	25% or less	48
Read, Toni	Business Office Manager	International Studies	25% or less	49
Werake, Sujatha	Library Specialist	South Asia Studies	50-100%%	49

Kale, Sunila

Position: Director and chair, South Asia Center and program, and Associate Professor

Department: Henry M. Jackson School of International Studies

Year of appointment: 2007

Education: B.A. (Political Science) University of Chicago 1995; Ph.D. (Government) University of Texas-Austin 2007

Number of theses supervised in past 5 years: 6 M.A., 3 Ph.D.

Foreign language competence: Marathi - 5, Hindi - 5, French - 2

Major fields of interest & research: Indian politics and political economy, development, energy studies, capitalism, corporate social responsibility, yoga and politics

Overseas/field experience: India: research trips between 3 and 7 months in 2008, 2009, 2013, 2016; two-week research trips in 2012, 2014, 2015, 2017, and 2018

Distinctions: Distinguished Teaching Award nominee (2018, 2011); Board of Trustees of American Institute of Indian Studies (Elected, 2016-19); Editorial Board Member of Pacific Affairs (2017-2020); Fulbright-Nehru Academic and Professional Excellence Award (2015-16); American Institute of Indian Studies Senior Research Fellowship (2015-16); Joseph W. Elder Prize in the Indian Social Sciences by the American Institute of Indian Studies, awarded to Electrifying India (2013); Andrew W. Mellon Foundation Area and International Studies Grant (2014)

Recent publications: *The Political Idea of Yoga* (with Christian Lee Novetzke) Under contract with Columbia University Press, forthcoming 2019; *Mapping Power: Political Economy of Electricity Distribution in India* (with Navroz Dubash and Ranjit Bhavirkar) In Press with Oxford University Press, forthcoming July 2018; *Electrifying India: Regional Political Economies of Development*, Stanford 2014; “Solar ‘power’: Socio-political dynamics of infrastructural development in two Western Indian states.” (with Siddharth Sareen) *Energy Research in the Social Sciences* 41, (July 2018); *Indigenous politics, tribal homelands, and the impact of civil society organizations* (with Nimah Mazaheri) In press at Cambridge University Press, forthcoming 2018; “State-business relations in Odisha, India”; Essay for volume on state-business relations, in press at Oxford University Press, forthcoming 2018; “Cutting Chai.” *South Asia: Journal of South Asian Studies* 40.2, (2017): 294-96; “Structures of power: electricity in colonial India,” *Comparative Studies of South Asia, Africa, and the Middle East* 34.3, (2014): 454-475; “Natural resources, development strategies, and lower caste empowerment in India’s mineral belt: Bihar and Odisha during the 1990s.” (with Nimah Mazaheri) *Studies in Comparative International Development* 49.3, (2014): 343-369; “Democracy and the state in globalizing India.” *India Review* 12.4, (2013): 245-259; “Inside out: India’s global reorientation.” *India Review* 8.1, (2009): 43-62; “Current reforms: the politics of policy change in India’s electricity sector.” *Pacific Affairs* 77.3, (2004): 467-491; “The political economy of India’s second generation reforms.” *Journal of Strategic Studies* 25.4, (Dec. 2002): 207-225.

Percent of time to program: 50-100%

Courses taught: JSIS 203 The Rise of Asia, JSIS 340 Politics of South Asia, JSIS 331 Political Economy of Development, JSIS 417 Political Economy of India, JSIS 498 Capitalism, JSIS 509 Seminar on South Asia

Abedin, Nandini

Position: Lecturer

Department: Asian Languages & Literature

Year of appointment: 2009

Education: B.SS. (Economics) Dhaka University Bangladesh 1985; M.SS. (Economics) Dhaka University Bangladesh 1987; MATESOL (Master of Arts for Teachers of English to Speakers of Other Languages) University of Washington 2004

Number of theses supervised in past 5 years: 0

Foreign language competence: Bangla - 5

Major fields of interest & research: Bangla language & literature, pedagogy

Overseas/field experience: Lecturer in Bangladesh

Language Pedagogy Training:

Teaching & Work Experience: 2009 – present: Lecturer in Elementary, Intermediate, Advanced Bangla, University of Washington, Seattle; 2005 – 2010: Consultant, Elementary Bangla Project, University of Washington; 1996 – 2007: Bangla Interpreter; 2003 – 2007; 2014– present: Bangla Translator, Dynamic Language Center, Seattle, Washington.

Recent publications: *Epar Bangla Opar Bangla* (Bangla Across Borders); Introductory Bangla Manuel for US Army, 2003

Percent of time to program: 50-100%

Courses taught: BENG 311, 312, 313, 321, 322, 323, 401, 402, 403, 499

Agrawal, Nidhi

Position: Michael G. Foster Endowed Professor of Marketing

Department: Marketing

Year of appointment: 2011

Education: B.B.A Gujarat University Ahmedabad, India (1997); M.B.A. Mudra Institute of Communications Ahmedabad (1999); Ph.D. New York University (2006)

Number of theses supervised in past 5 years: 5 Ph.D.

Major fields of interest & research: Emotions and goals in consumer information processing, Self-regulation and goals in health communications

Distinctions: Foster School PhD Program Mentoring Award (2013-2014; 2015-16)

ACR/SCP Doctoral Consortium Faculty Fellow (2010, 2012, 2014, 2015, 2016, 2017)

AMA-Sheth Doctoral Consortium Invited Faculty Fellow (2008, 2012, 2014, 2015, 2017)

Recipient, ACR Early Career Award, (2014)

Recent publications: Nidhi Agrawal et al. “Coping and Construal

Level Matching Drives Health Message Effectiveness via Response Efficacy or Self

Efficacy Enhancement.” *Journal of Consumer Research* 43, (October 2016): 429-447; Nidhi Agrawal and Adam Duhachek “Emotions in Marketing and Decision-making,” *Current Opinion in Psychology* 10, (2016): 166-170.

Percent of time to program: 25% or less

Courses taught: Consumer behavior, marketing management

Ahmad, Jameel

Position: Senior Lecturer

Department: Asian Languages & Literature

Year of appointment: 2004

Education: B.Sc. (Chemistry) Avadh University India, 1992; M.A. (Urdu) Jawaharlal Nehru University 1996; M.Phil. (Urdu) Jawaharlal Nehru University 1998; Ph.D. (Urdu) Jawaharlal Nehru University 2011

Number of theses supervised in past 5 years: 0

Foreign language competence: Urdu - 5, Hindi - 5, Avadhi - 5, Persian - 2, Sanskrit - 2, Arabic - 1

Major fields of interest & research: Hindi & Urdu Literature, Ghazal History & Criticism, Translation Studies, Classical Urdu Poetry

Overseas/field experience: India 1990-2003 & almost annually, England, 2004 & 2013

Language Pedagogy Training: Curriculum design workshop for AIPS – BULPIP program, University of Washington, Seattle, July 10-11, 2017; Curriculum design workshop for Advanced Urdu based on ILR guideline for AIPS- BULPIP program, University of California, Berkeley, Feb 20-22, 2014; ACTFL OPI testing workshop at Rutgers University, New Brunswick, April 14-17, 2008; SALRC Assessment Workshop: “How Should Student Learning Be Measured?” University of California, Berkeley, October 27-28, 2006; Urdu Curriculum Development Workshop, South Asia Program, AL&L, April 29-30, 2004; Language Faculty Development Annual Workshop by AIIS, Pune, India, December 25-28, 2002.

Percent of time to program: 50-100%

Courses taught: URDU 311, 312, 313, Urdu 321, 322, 323, Urdu 401, 402, 403 Urdu 499 (Independent Study) Hindi 311, 312, 313 (Intensive Summer), Hindi 403. Asian 498 "Poetry of Love & Liberation: Intro to Urdu Poetry"

Alavi, Samad J.

Position: Assistant Professor

Department: Near Eastern Languages and Civilization

Education: B.A. University of Georgia 2001; M.A. University of Chicago 2006; Ph.D. University of California Berkeley 2013

Number of theses supervised in past 5 years: 3

Foreign language competence: Persian – 4, Arabic – 4, Spanish – 3, French – 1, German - 1

Major fields of interest & research: Iranian Political Poetry, Persian satire, modern Iranian Politics

Overseas/field experience: Iran, Tajikistan

Distinctions: 2014-17 Associate Editor, Journal of the Association for Iranian Studies; 2014-2016: Executive Secretary, American Association of Teachers of Persian

Language Pedagogy Training: Startalk curriculum design

Recent publications: *Poetry and Revolution: Political Struggle in Modern Persian*

Literature (Under contract with I.B Tauris); Review of Standing on Earth, by Mohsen Emadi (Phoneme Media). *World Literature Review*, 2017; “Living in Lyric: The Task of Translating a Modern Ghazal,” in *Persian Language, Literature, and Culture*, ed. Kamran Talattof. New York: Routledge, 2015.

Percent of time to program: 25% or less

Courses taught: Advanced Persian language, Voices of the Iranian Revolution

Amrute, Sareeta Bipin

Position: Associate Professor

Department: Anthropology

Year of appointment: 2008

Education: B.A. (Art History) Columbia University 1997; M.A. (Anthropology) University of Chicago 2001; Ph.D. (Anthropology) University of Chicago, 2008

Number of theses supervised in past 5 years: 5

Foreign language competence: German - 2, Hindi - 1, Marathi - 2

Major fields of interest & research: Sociocultural anthropology, science & technology Studies, Information Technology, history of the present, theories of circulation, race & gender, South Asia

Overseas/field experience: Germany 2 years field research, India 2 months field research

Distinctions: Distinguished Teaching Award Nominee 2018, Diana Forsythe Award for best book in the Anthropology of Science, Technology, and Medicine; UW Royalty Research Fund Grant, 2009; UW Science Studies Network Faculty Fellow, 2009;

Recent publications: “Press One for POTUS, Two for the Bundeskanzler: Humor, Race, and Rematerialization in the Indian Tech Diaspora.” *HAU Journal of Ethnographic Theory* 17, 1 (2017): 327-352; *Encoding Race, Encoding Class: An Ethnography of Indian IT Workers in Berlin*. Duke University Press, 2016.

Percent of time to program: 25-50%

Courses taught: Anth/SIS 412 South Asian Social Structure, Anth 463 Critiques of Contemporary Capitalism, Anth/SIS 369 South Asian Diasporas, Anth 380 Subject, Person Place: Intro to Social Theory

Anderson, C. Leigh

Position: Professor and Associate Dean

Department: Daniel J. Evans School of Public Policy and Governance

Year of appointment: 1997

Education: B.A. (Economics) University of Calgary 1984; Ph.D. (Economics) University of Washington 1989

Number of theses supervised in past 5 years: 2 Ph.D.

Foreign language competence: Italian - 2, French - 2

Major fields of interest & research: Rural economic development, South Asia, Sub-Saharan Africa

Overseas/field experience: China (1990, 1992, 1994), Pakistan (1995), Italy (2004, 2005, 2012)

Distinctions: Marc Lindenberg Professor of Humanitarian Relief, International Development, and Global Citizenship, 2013 to present; Member of the Thinking Group for the Aga Khan University School of Government, Civil Society and Public Policy, Founder and Co-PI Evans School Policy Analysis and Research (EPAR), Co-PI USAID Innovations in Gender Equality (IGE) to Promote Household Food Security Programs.

Recent publications: C. Leigh Anderson, et al, “Relating Seasonal Hunger, Coping and Prevention Strategies: A Panel Analysis of Malawian Farm Households,” *Journal of Development Studies* (2017); C. Leigh Anderson, et al. “Gender-Associated Differences in Cross Domain Risk Perception among Smallholder Farmers in Mali: Implications for Development.” forthcoming *Risk Analysis*; C. Leigh Anderson, et al. “Delivering Development? Evidence on Self-Help Groups as Development Intermediaries in South Asia and Africa.” *Development Policy Review* (2016).

Percent of time to program: 25% or less

Courses taught: Microeconomics for Public Policy, Statistics, Economics of Development.

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

PR/Award # P015A180007

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Athreya, Jayadev

Position: Associate professor

Department: Mathematics

Year of appointment: 2015

Education: B.Sc. (Mathematics) Iowa State University 2000; M.Sc. (Mathematics) University of Chicago 2001; Ph.D. (Mathematics) University of Chicago 2006

Number of theses supervised in past 5 years: 1 M.S., 2 Ph.D.

Foreign language competence: Assamese – 4, Hindi - 3, Tamil - 1

Major fields of interest & research: Number theory, geometry

Overseas/field experience: India: Teaching at winter schools arranged by the National Board of Higher Mathematics. Run workshops at Chirag & Aarohi Schools in Uttarakhand. Collaboration with researchers at the Tata Institute for Fundamental Research, Bombay, and the Indian Institute of Science, Bangalore, and the Institute for Mathematical Sciences, Chennai.

Distinctions: NSF CAREER Grant: Summer 2014-Summer 2019, \$450,000; NSF Workforce Program Grant: Summer 2015-Summer 2018, \$ 600,000; Simpson Center Collaboration Grant: with Timea Tihany, School of Art. Simpson Center, University of Washington.

Recent publications: “Logarithm laws for unipotent flows.” *II. J. Mod. Dyn.* 11, (2017): 1-16; “Gap distributions and homogeneous dynamics” *Proceedings of the ICM Satellite Conference on Geometry, Topology, and Dynamics in Negative Curvature* (London Mathematical Society Lecture Notes Series), volume 425, (2016): 1-29.

Percent of time to program: 25% or less

Courses taught: Math 301A, Elementary Number Theory Math 583, Flat Surfaces

Bailkin, Jordanna

Position: Jere L. Bacharach Endowed Professor in International Studies

Department: History

Year of appointment: 2001

Education: B.A. (History) Tufts University 1992; Ph.D. (History) Stanford University 1998

Number of theses supervised in past 5 years: 3

Foreign language competence: French - 2

Major fields of interest & research: 20th century British and European history

Overseas/field experience: Britain

Distinctions: Pacific Coast Conference on British Studies Biennial Book Prize, 2014; Morris D. Forkosch Book Prize, American Historical Association, 2013; Stansky Book Prize, North American Conference on British Studies, 2013;

Recent publications: *Unsettled: Refugee Camps and the Making of Multicultural Britain*. Oxford: Oxford University Press, 2018; “Refugees Next Door,” *History Today* 67.12, (December 2017): 39-45; “Where Did the Empire Go? Archives and Decolonization in Britain” *American Historical Review* 120.3, (June 2015): 884-899; “The Sounds of Decolonization: Lessons from the Transcription Centre Archive.” *History Workshop Journal* 78, (Autumn 2014).

Percent of time to program: 25% or less

Courses taught: HSTEU 484/CHID 484 Colonial Encounters, HSTEU 590/HUM 596 Global History of Social Science, HSTEU 274 Twentieth-Century Europe, HIST 498 Global Britain

Balakrishnan, Sundar

Position: Professor

Department: Business Administration

Year of appointment: 2004

Education: B.Tech. (Textile Engineering) The Indian Institute of Technology, New Delhi 1981; M.S. (Industrial Engineering) University of Texas at Arlington 1983; A.M. (Marketing) Wharton School University of Pennsylvania 1987; Ph.D. (Marketing) Wharton School University of Pennsylvania 1988

Number of theses supervised in past 5 years: 0

Foreign language competence: Hindi - 4, Tamil - 3

Major fields of interest & research: New Product Marketing, Marketing Strategy, Buyers-Sellers Negotiations, Relationship Marketing, Industrial Marketing, Customer Satisfaction, Retail Locations, Marketing Research, Artificial Intelligence: Genetic Algorithms, Neural Networks

Overseas/field experience: India, Israel, Australia, Germany

Distinctions: University Distinguished Teaching Award, 2011

Best MBA Professor UWB Leadership MBA, 2011

Recent publications: “Impeding the Juggernaut of Innovation Diffusion: A Production-Constrained Model,” *Production Operations Management*, (2014): 1-15; “Negotiating when outnumbered: Agenda strategies for bargaining with buying teams.” *International Journal of Research in Marketing* 29, Issue 3 (September 2012): 280–291.

Percent of time to program: 25% or less

Courses taught: BBUS 543 New Product Marketing, BBUS 422 Marketing Management Laboratory, BBUS 429 Marketing Decision Support Systems, BBUS 340 Project & Operations Management, BBUS 320 Marketing Management, BMKTG 440 Business Marketing, BMKTG 460 Marketing Research, BMKTG 490 Models and Expert Systems for Marketing Decision

Beaudoin, Kathleen M.

Position: Associate Professor, Special Education Dual Track Coordinator

Department: Education, University of Washington, Tacoma

Year of appointment: 2000

Education: B.A. (Education) Central Washington University 1983; M.Ed. (Education) Central Washington University 1990; Ph.D. (Education) University of British Columbia 1999

Major fields of interest & research: Special education, youth with emotional/behavioral disorders, Positive Behavioral Supports (PBS), working with educators to improve services for students with challenging behavior

Overseas/field experience: Croatia

Distinctions: 2009-2010 Fulbright Scholar, University of Rijeka, Rijeka, Croatia; Nomination, 2006 and 2007, Distinguished Teaching Award, UW Tacoma

Recent publications: “An extension convergent validity study of the Systematic Screening for Behavior Disorders and the Achenbach Teacher’s Report Form with middle and high school students with emotional disturbances.” *Journal of At-Risk Issues*; “Preparing beginning special educators to consult.” *Academic Exchange Quarterly* 12, 4 (2008): 222-227.

Percent of time to program: 25% or less

Courses taught: Service Learning Practicum in Education, Teaching Students with Special Needs, Classroom Management and Discipline, Introduction to Exceptionalities, Structuring the Classroom for Success, Introduction to Emotional and Behavioral Disorders, Collaborative Consultation, Classroom Management, Special Education Classroom Management

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

PR/Award # P015A180007

Bessner, Daniel

Position: Assistant Professor

Department: Henry M. Jackson School of International Studies

Year of appointment: 2014

Education: B.A. (History) Columbia University, 2006; M.A. (History) Duke University 2010;

Ph.D. (History) Duke University 2013

Number of theses supervised in past 5 years: 2 M.A., 1 Ph.D.

Foreign language competence: German - 5, Hebrew - 3, Arabic - 2

Major fields of interest & research: U.S. foreign policy, Cold War foreign policy

Overseas/field experience: Germany, Netherlands

Distinctions: 2015-2016 International Security and U.S. Foreign Policy Postdoctoral Fellowship, Dartmouth College, Dickey Center for International Understanding, Spring 2016), Andrew W. Mellon SICAR Fellowship, Cold War International History Project; Andrew W. Mellon SICAR Fellowship, Cold War International History Project; Ferguson Endowment Grant

Recent publications: "The Ghosts of Weimar: The Weimar Analogy in American Thought." *Social Research* 84, no. 4 (2017): 831-855; "Thinking About the U.S. in the World." Review of *The Cold World They Made: The Strategic Legacy of Roberta and Albert Wohlstetter*, by Ron Robin (2017), and *Worldmaking: The Art and Science of American Diplomacy*, by David Milne. *Diplomatic History* 41, no. 5: 1018-1025; "Nazism, Neoliberalism, and the Trumpist Challenge to Democracy." *Environment and Planning A* 49, no. 6 (2016): 1214-1223;

Percent of time to program: 25% or less

Courses taught: U.S. in the World, U.S. Grand Strategy in the Twenty-First Century

Bezruchka, Stephen

Position: Senior Lecturer

Department: Health Services

Year of appointment: 2008

Education: B.Sc. (Mathematics & Physics) University of Toronto 1966; A.M. (Mathematics) Harvard University 1967; M.D. Stanford University 1973; M.P.H. Johns Hopkins University 1993

Number of theses supervised in past 5 years: 8

Foreign language competence: Ukrainian, French, Nepali

Major fields of interest & research: Effective healthcare in America; theories of global health; medical harm; medical tourism in Nepal

Overseas/field experience: Nepal

Distinctions: School of Public Health and Community Medicine 2008 Faculty Community Service Award; School of Public Health and Community Medicine 2002 Outstanding Teaching Award; Johns Hopkins School of Hygiene and Public Health MPH Scholarship, 1992-93; Woodrow Wilson Fellowship, National Research Council of Canada Fellowship, 1966-69.

Recent publications: "Early Life or Early Death: Support for Child Health Lasts a Lifetime." *International Journal of Child, Youth and Family Studies* 6, 2 (2015): 204-229; "Population Health and Paid Parental Leave: What the United States Can Learn from Two Decades of Research." *Healthcare* 4, 2 (2016); "Early Childhood Lasts-a Lifetime." *Northwest Public health* 33 (2016): 14-15.

Percent of time to program: 25% or less

Courses taught: Hserv 492/Gh 490 The Health of Populations, Gh 514 A/B/C Global Societal Determinants of Health, Hserv 591 Fall & Spring COPHP, Hserv 490 C A Practical Introduction to Ethnographic Methods in Public Health

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

PR/Award # P015A180007

Brass, Paul R.

Position: Professor Emeritus

Department: Political Science and Henry M. Jackson School of International Studies

Year of appointment: 1965

Education: A.B. (Government) Harvard 1958; M.A. (Political Science) Chicago 1959; Ph.D. (Political Science) Chicago 1964

Number of theses supervised in past 5 years: 0

Foreign language competence: Hindi - 2 French - 2

Major fields of interest & research: Collective violence, ethnicity & nationalism, politics of India

Overseas/field experience: India: 20-25 trips since 1961; France: 1987-88; Israel: 1988;

Distinctions: Fulbright-Nehru Senior Research Fellowship 2012; Mellon Emeritus Fellowship 2008; Fellowship at Woodrow Wilson International Center for Scholars, Washington, DC, 1994-95;

Faculty Research Fellowships, American Institute of Indian Studies: 1993, 1982-83, 1973, 1966-76;

John Simon Guggenheim Memorial Foundation Fellowship, 1972-73; American Council of Learned Societies and Social Science Research Council fellowships, 1966-67, 1973-74, 1977-78, 1982-83;

Recent publications: *An Indian Political Life: Charan Singh and Congress Politics, 1967 to 1987*, Thousand Oaks, CA: SAGE Publications, 2015; *An Indian Political Life: Charan Singh and Congress Politics, 1957 to 1967: Regionalism, Discontent, and Decline of the Congress (Volume II)*. Thousand Oaks, CA: SAGE Publications, 2012; *An Indian Political Life: Charan Singh and Congress Politics, 1937 to 1961 (Volume I)*. Thousand Oaks, CA: SAGE Publications, 2011; *Forms of Collective Violence: Riots, Pogroms, and Genocide in Modern India*. Gurgaon: Three Essays Collective, 2006.

Percent of time to program: 25% or less

Callahan, Mary

Position: Associate Professor

Department: Henry M. Jackson School of International Studies

Year of appointment: 1999

Education: B.A. (American Politics & Political Theory) Pennsylvania State University 1983; M.Sc. (Political Philosophy) London School of Economics 1984; M.Sc. (Asian Politics) University of Queensland, Brisbane Australia 1989; M.A. (Political Science) Cornell 1991; Ph.D. (Government) Cornell 1996

Number of theses supervised in past 5 years: 8 M.A., 6 Ph.D.

Foreign language competence: Burmese - 5; French - 2; Spanish - 2

Major fields of interest & research: Civil-military relations, Southeast Asian politics, comparative politics, ethnic conflict, political parties and elections. Myanmar

Overseas/field experience: England 1984; Australia 1989; Southeast Asia 1989-1992; Burma 2004-14 (48 months)

Distinctions: 2006 Harry Benda Prize, Best First Book on Southeast Asia, Association for Asian Studies; 2004 Henry M. Jackson Foundation Grant

Recent publications: "Myanmar in 2017: Crises of Ethnic Pluralism Set Transition Back," *Southeast Asian Affairs*, (2018); "Distorted, Dangerous Data? Lumyo in the 2014 Myanmar Population and Housing Census," *Sojourn: Journal of Social Issues in Southeast Asia* 32, 2 (2017): 452-78; "Aung San Suu Kyi's Quiet, Puritanical Vision for Myanmar," *Nikkei Asian Weekly*, 29 March 2017.

Percent of time to program: 25% or less

Courses taught: SIS495 Task force on privatization of foreign aid, SIS456 State-society relations in the Third World, SISSE343 Southeast Asian Politics, SISSE490 Human rights and humanitarianism in Asia

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

Chalana, Manish

Position: Associate Professor; Co-Director, Center for Preservation & Adaptive Reuse

Department: Urban Design & Planning

Year of appointment: 2005

Education: B.Arch. (Bachelors of Architecture) Mangalore University Manipal India. 1993; M.Arch. School of Planning and Architecture, New Delhi India. 1995; M.L.A. (Master of Landscape Architecture) The Pennsylvania State University 1999; Ph.D. University of Colorado College of Architecture and Planning 2005

Number of theses supervised in past 5 years: 7

Foreign language competence: Hindi - 5, Punjabi - 2, Bengali - 1, Bhojpuri - 1

Major fields of interest & research: Historic Preservation Planning and International Development and Planning

Overseas/field experience: India – 1995, 1996, 2000, 2005

Distinctions: 2012 Back to the Future. Built Environments (BE) Lab Grant for Interdisciplinary Collaborative Research and Teaching. Co-PI. \$18,000

Recent publications: *Messy Urbanism - Understanding the “Other” Cities of Asia*. 2016; Chalana, Manish and Tyler Sprague. “Beyond Le Corbusier and the Modernist City: Reframing Chandigarh’s ‘World Heritage’ Legacy.” *Planning Perspectives* 28, 2 (2013): 199-222.

Percent of time to program: 25-50%

Courses taught: American Urban History, Intro to Historic Preservation Planning, Digital Design Practicum, Study Abroad: India-Himalaya, Integrated Rural Planning & Development

Charusheela, S.

Position: Professor

Department: Interdisciplinary Arts & Sciences, University of Washington Bothell

Year of appointment: 2011

Education: B.A. (Economics) University of Delhi; Ph.D. (Economics) University of Massachusetts Amherst

Number of theses supervised in past 5 years: 7 M.A.

Foreign language competence: Hindi - 5, Tamil - 5, Sanskrit - 2, Marathi - 1

Major fields of interest & research: economic subjectivity, gender, development, identity, and postcoloniality/globalization

Overseas/field experience: India

Distinctions: Editor, *Rethinking Marxism* (2009-2013); Editorial Board member, *Feminist Economics* (2001-2011); Executive Committee elected member, US Cultural Studies Association (2009-2015); Elected board member, International Association for Feminist Economics (2003-2010)

Recent publications: “Postcolonial Economies: A Symposium – Introduction.” *Journal of Contemporary Thought* 40, No. 4 (Winter 2014); “Gender, Economy, and Capitalocentrism.” *Journal of Contemporary Thought* 40, No. 4 (Winter 2014); “Intersectionality.” in *Handbook of Research on Gender and Economic Life*, eds. Deborah Figart and Tonia Warnecke, 2013.

Percent of time to program: 25% or less

Courses taught: *Rethinking Marxism*, *Formations in Cultural Studies*, *Alternate Economies – Cultural Studies and Post Capitalist Futures*, *Post capitalist Politics*, *International Political Economy*, *Introduction to Feminist Thought*, *Gender and the Politics of Numbers*

Chudler, Eric H.

Position: Research Associate Professor

Department: Bioengineering, Anesthesiology & Pain Medicine

Year of appointment: 1991

Education: B.S. (Psychobiology) University of California Los Angeles 1980; M.S. (Psychology) University of Washington Seattle 1983; Ph.D. (Psychology) University of Washington Seattle 1985

Number of theses supervised in past 5 years: 1

Foreign language competence: Japanese - 2

Major fields of interest & research: Basal ganglia mechanisms of nociception and pain, cerebral cortex and basal ganglia information processing

Overseas/field experience: India

Distinctions: Executive Director, Center for Sensorimotor Neural Engineering, Seattle, WA; Keynote Speaker, Canadian Association for Neuroscience Annual Meeting, Toronto, CA, May 23, 2013; Instructor, Science for Monks, Dehradun, India, November 2-15, 2013.

Recent publications: Chudler, Eric, et al. "Neuroscience for Tibetan Buddhist monastics." *Neurosci. Abstr.* 28.02, (2012); "Neurotechnology: Promises and Perils." in *Cosmology and Consciousness II* Dehradun, India: 2013.

Percent of time to program: 25% or less

Courses taught: None (research professor)

Citrin, David

Position: Affiliate Instructor

Department: Anthropology, Global Health, South Asia Center

Year of appointment: 2012

Education: M.P.H. 2011, Ph.D. 2012

Number of theses supervised in past 5 years: 1 M.P.H.

Foreign language competence: Nepali – 4, Hindi – 3, Spanish - 3

Major fields of interest & research: Critical medical anthropology; global health; 'health camps' and short-term medical voluntourism; humanitarian assemblages; social lives of aid commodities; NGOs; politics of food aid, changing foodways, and hunger; Nepal, S. Asia

Overseas/field experience: Mixed methodological and ethnographic research in Nepal since 2001

Distinctions: Global Innovation Fund, Office of Global Affairs, UW; Co-Investigator, "Design Activism Nepal"; National Heart Lung and Blood Institute (NHLBI) U24 Grant; Co Investigator: "Translational Research Capacity Building Initiative to address Cardiovascular Diseases in Nepal";

Recent publications: Citrin, David, et al. "Translating Mental Health Diagnostic and Symptom Terminology to Train Health Workers and Engage Patients in Cross-Cultural, Non-English- Speaking Populations." *International Journal of Mental Health Systems* (2017); Citrin, David, et al. "Power, Potential, and Pitfalls in Global Health Academic Partnerships: Review and Reflections on a Model in Nepal." *Global Health Action* (2017).

Percent of time to program: 25% or less

Courses taught: JSIS 485/585 – Rethinking Shangri-La: Critical Engagements with Contemporary Issues in Nepal

Conlon, Frank F.

Position: Professor Emeritus

Department: History

Year of appointment: 1968

Education: B.A. (History) Northwestern 1960; M.A. (Asian Studies) Minnesota 1963; Ph.D. (History) Minnesota 1969

Number of theses supervised in past 5 years: 0

Foreign language competence: Marathi - 2

Major fields of interest & research: History of Maharashtra; urban, social, cultural history, modern historiography, religious revival in colonial South Asia

Overseas/field experience: India - 38 months; Great Britain - 17 months

Distinctions: Chair of South Asian Studies Program, 1997-2001; Western Conference of Asian Studies Lifetime Achievement Award, 2001; Keller Fund award in support of travel, Dept. of History, University of Washington, 1994, 1996, 1997, 2004.

Recent publications: *A Caste in a Changing World: The Chitrapur Saraswat Brahmins, 1700-1935*, University of California Press, 1977; "The Census of India as a Source for the Historical Study of Religion and Caste", in *Caste in Modern India: A Reader* Vol 1, eds. Sumit Sarkar and Tanika Sarkar, 297-310. Ranikhet: Permanent Black, 2014; "Speaking of Caste? Colonial and Indigenous Interpretations of Caste and Community in Nineteenth-century Bombay" in *Ancient to Modern: Religion, Power and Community in India*, eds. Ishita Banerjee-Dube and Saurabh Dube, 291-311. New Delhi: Oxford University Press, 2009; "Dining Out in Bombay/Mumbai: An Exploration of an Indian City's Public Culture," in *Urban Studies: Oxford in India Readings in Sociology and Social Anthropology*, eds. Sujata Patel and Kushal Deb, 390-413. New Delhi: Oxford University Press, 2006.

Percent of time to program: 25% or less

Courses taught: None

Cox, Collett

Position: Professor

Department: Asian Languages and Literature (Buddhist Studies)

Year of appointment: 1985

Education: B.A. (Religion) Carleton College 1972; M.A. Columbia University 1974; M.Phil. Columbia University 1976; Ph.D. (Asian Religions & Buddhist Studies) Columbia University 1983

Number of theses supervised in past 5 years: 3

Foreign language competence: Sanskrit - 5, Chinese - 3, Japanese - 3, Pali - 3, French - 3

Major fields of interest & research: Buddhist history/doctrine, Indian philosophy & religions

Overseas/field experience: India: one year; Japan: 4 years; London, The British Library.

Distinctions: British Library/U of Washington Early Buddhist Manuscripts Project, 1996-present; NEH Collaborative Research Program, "Early Buddhist Manuscripts Project," 1999-2014

Recent publications: *A Gāndhārī Abhidharma Text: The British Library Kharoṣṭhī Fragment 28*. (transcription, edition, translation, and contextual study in the British Library early Buddhist manuscript collection, in progress); "Exegesis, Abhidharma, and Scholasticism: Evidence from Early Buddhist Gāndhārī Manuscripts." In *Scholasticisms' practice, and practices' scholasticism*, eds. Gérard Colas and Émilie Aussant. Paris: École française d'Extrême-Orient.

Percent of time to program: 50-100%

Courses taught: Buddhist Literature, Seminar in Buddhism; Elementary, Intermediate, & Advanced Sanskrit; Studies in Indian Thought (Sanskrit), Studies in Religious Classics of India (Sanskrit), Readings in Philosophical Sanskrit, Readings in Buddhist Texts; Pali, Readings in Pali.

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

Dhavan, Purnima

Position: Associate Professor

Department: History

Year of appointment: 2005

Education: B.A. (History) University of Michigan 1996; M.A. (History) University of Virginia 1998; Ph.D. (History) University of Virginia 2003

Number of theses supervised in past 5 years: 6 M.A., 11 Ph.D.

Foreign language competence: Hindi - 5, Urdu - 5, Punjabi - 4, Persian - 3

Major fields of interest & research: Early Modern South Asian History, Bureaucratic and literary networks, Religious communities in North India, warrior traditions

Overseas/field experience: India – Punjab, Uttar Pradesh, Andhra Pradesh, Delhi, and Bihar; UK-archival work in British Library

Distinctions: Career Diversity Grant, AHA, to create internships and information about alternative career routes for History PhDs, 2015-2016. *Co-authored with Prof. Jordanna Bailkin, former DGS in History*, Howard and Francis Keller Endowed Chair in History, Dept. of History UW, 2014-17, NEH Funded AHS Sr. Fellowship

Recent publications: “Warriors and peasants in Mughal-era Punjab,” In *The Oxford Handbook of Mughal Studies*, ed. Ramya Sreenivasan and Richard Eaton. Oxford University Press; “Sikh Darbars” In *Brill Encyclopedia of Sikhism, Vol. 1: History, Religion Society Beyond Punjab*, ed. Gurrinder Singh Mann, Knutt A Jacobsen, Eleanor Nesbitt, Krystina Myrvold. Leiden. Brill, 2017.

Courses taught: History of Mughal and Medieval India, Introduction to South Asian History, Interdisciplinary Study of S. Asia, Global Environmental History

Downer, Ann E.

Position: Associate Professor; Executive Director, International Training & Education Center for Health

Department: Global Health

Year of appointment: 1997

Education: B.A. (Education) Western Washington University, 1979; M.S. (Health Education) University of Washington 1984; Ed.D. (Educational Leadership) Seattle University, 1996

Number of theses supervised in past 5 years: 6

Major fields of interest & research: Assessment, strategic planning, intervention design, implementation & evaluation of domestic and international HIV/AIDS/STI prevention, treatment & care programs; health communication; instructional design; educational leadership & management

Overseas/field experience: Angola, Botswana, the Caribbean Region, China, Ethiopia, Haiti, India, Malawi, Mozambique, Namibia, Peru, South Africa, Tanzania, Thailand, Uganda, Ukraine, Vietnam,

Distinctions: Fulbright Specialist, US Dept. of State, 2014; Faculty Community Service Award, UW School of Public Health, 2011; USAID Grant: Improving HIV/AIDS Training & Service Delivery in the Caribbean, 2004-09; EngenderHealth, Inc. Grant: AIDS Population and Health Integrated Assistance Program, 2006-11; Academy for Educational Development Grant: Partnership for Health and Development Communication Leadership, 2008-09;

Recent publications: Downer, Ann et al. “Cameroon mid-level providers offer a promising public health dentistry model” *Human Resources for Health* 10, 1 (Nov. 2012).

Percent of time to program: 25% or less

Dubrow, Jennifer E.

Position: Assistant Professor

Department: Asian Languages & Literature

Year of appointment: 2006

Education: B.A. (Middle East & Asian Languages & Cultures) Columbia 2000; M.A. (South Asian Languages & Civilizations) University of Chicago 2002; Ph.D. (South Asian Languages & Civilizations) University of Chicago 2011

Number of theses supervised in past 5 years: 5

Foreign language competence: Urdu - 5, Hindi - 4, French - 2, Persian - 1

Major fields of interest & research: Modern Urdu literature; history of the novel; print culture and book history in South Asia

Language Pedagogy Curriculum design workshop for AIPS – BULPIP program, University of Washington, Seattle, July 10-11, 2017; Urdu Language Workshop at UW 2013

Overseas/field experience: India, 2002-03 for language study; bi-yearly trips to India

Distinctions: Cross-Disciplinary Research Cluster, Simpson Center for the Humanities, UW (2014-15); Faculty Research Fellowship Award, Simpson Center Society of Scholars (2013-2014); Royalty Research Fund Grant, University of Washington (2013-2014).

Recent publications: *Cosmopolitan Dreams: The Making of Modern Urdu Literary Culture in Colonial South Asia*. University of Hawai'i Press, 2018; "Serial Fictions: Urdu Print Culture and the Novel in Colonial South Asia." *Indian Economic and Social History Review* 54, 4 (2017): 403-422.

Percent of time to program: 50-100%

Courses taught: Modern Literature of South Asia, Intermediate Urdu, A Thousand & One Narrators: Masterpieces of Story Literature from India & Beyond, Survey of Urdu Literature in Translation, Introduction to Comparative Literature: Genres, Advanced Hindi, Advanced Conversational Hindi, Advanced Hindi Readings

Ellingson, Ter

Position: Professor

Department: Ethnomusicology

Year of appointment: 1981

Education: B.A. (History/Political Science, Music) Concordia College 1966; M.A. (Religion) University of Chicago 1970; Ph.D. (Anthropology and Buddhist Studies) University of Wisconsin- Madison 1979

Number of theses supervised in past 5 years: 3 M.A., 4 Ph.D.

Foreign language competence: Tibetan - 4, Newari - 3, Sanskrit - 2, Pali - 1

Major fields of interest & research: Himalayan music, Buddhism, Shamanism, ritual, political organization, critical history of anthropology and ethnomusicology

Overseas/field experience: Nepal, 1973-74, 1982-83, 1984, 1987-88; India 1983, 1984; Sri Lanka 1983; Japan 1983; Thailand, 1982; Canada 1974; Switzerland 1970, Ghana 2004, 2005.

Recent publications: *The Mandala of Sound: Sound and Concept in Tibetan Ritual Music; The Discovery of Music: Transcription and the Search for Ethnomusicological Paradigm.*

Percent of time to program: 50-100%

Courses taught: MUSIC 316, 512, 533

Fong, Christina Ting

Position: Lecturer

Department: Management

Year of appointment: 2003

Education: B.A. (Psychology) Williams College 1998; M.A. (Sociology) Stanford University 2000; Ph.D. (Organizational Behavior) Stanford University, 2003

Number of theses supervised in past 5 years: 0

Foreign language competence: Mandarin - 4, Spanish - 3

Major fields of interest & research: Emotions in the workplace; creativity and innovation; power and politics; self enhancement and impression management

Overseas/field experience: Canada

Distinctions: University of Washington Distinguished Teaching Award (2011); Grant recipient, Business and Economic Development Center, UW (2009); Nominee, Faculty Mentor award, UW Doctoral Business School Association (2006-2008); Winner, Academy of Management Learning and Education 2004; Best Paper Award for "The End of Business Schools? Less Success than meets the Eye?" with Jeffrey Pfeffer (2005).

Recent publications: Fong, Christina, et al. "Emotional variation within work groups: Causes and performance consequences." in *The Social Life of Emotions*, ed. C.W. Leach and L.Z. Tiedens Cambridge, UK: Cambridge University Press; "The effects of emotional ambivalence on creativity" *Academy of Management Journal* 49: 1016-1030.

Percent of time to program: 25% or less

Courses taught: Global Business Forum, Leadership Development, Negotiations

Gangolli, Ramesh

Position: Professor Emeritus

Department: Mathematics

Year of appointment: 1962

Education: B.A. (Mathematics) University of Bombay 1954; M.A. (Mathematics) Cambridge University 1957; Ph.D. (Mathematics) MIT 1961

Number of theses supervised in past 5 years: 0

Foreign language competence: Marathi - 5, Hindi - 4, Sanskrit - 3, French - 2

Major fields of interest & research: Mathematics; Indian vocal music

Overseas/field experience: India, Australia, several countries in Europe

Distinctions: Visiting Professor, Indian Institute of Technology (Kanpur) and at the Indian Institute of Science, supported by the National Board for Higher Mathematics (India), 2008-2010; President of *Ragamala* (a volunteer organization based in Seattle, devoted to the Music of India)

Recent publications: *Translating Tukaram: Footnotes to an Attempt*. "Music and Mathematics." *Perspectives on New Music* 45, 2 (2008): 51-56; "Asian Contributions to Mathematics." *Portland Public Schools Geocultural Baseline Essay Series*, 1999.

Percent of time to program: 50-100%

Courses taught: Music 428, Introduction to the Music of North India

Govindrajan, Radhika

Position: Assistant Professor

Department: Anthropology

Year of appointment: 2015

Education: B.A (History) St. Stephen's College, Delhi University First Division 2004; M.A. (History) Jawaharlal Nehru University 2006; Ph.D. Anthropology Yale University 2013

Number of theses supervised in past 5 years: 1 M.A, 2 Ph.D.

Foreign language competence: Hindi - 5, French - 4, Tamil - 4, Kumauni - 4

Major fields of interest & research: Animal Studies, Environment, Postcolonial Studies, Religion, Sociocultural Anthropology, South Asian Studies, Storytelling

Overseas/field experience: India (10 years in Uttarakhand), London (British Library)

Distinctions: 2015 AAA General Anthropology Division Exemplary Cross-Field Scholarship Award; American Institute of Indian Studies Edward Cameron Dimock Jr. Prize; American Anthropological Association's Anthropology and Environment Junior Scholar Award; 2012-2013 Alice S. Bloomfield Fellow, Yale University;

Recent publications: "Adulterous Dotiyal or Protector of the Oppressed? Modernity and the Reframing of Ganganath's Itihas in Uttarakhand." in *Religion and Modernity in the Himalaya*. Ed. Megan Adamson Sijapati and Jessica Vantine Birkenholtz. New York: Routledge, 2016; "The Goat That Died for Family: Animal Sacrifice and Interspecies Kinship in India's Central Himalayas." *American Ethnologist* 42.3 (2015): 504-19.

Percent of time to program: 25-50%

Courses taught: ANTH 316 Modern South Asia, ANTH 461 Historical Ecology, ANTH 565 Theory of Sociocultural Anthropology, ANTH 569 Special Topics in Sociocultural Anthropology, ANTH 204 Reading Ethnography, ANTH 456 Contemporary Ethnography, ANTH 369 Special Problems in Anthropology, ANTH 321 Comparative Religion

Grover, Himanshu

Position: Assistant Professor, Co-Director of Institute for Hazard Mitigation and Planning

Department: Urban Design & Planning

Year of appointment: 2014

Education: Ph.D. Urban and Regional Planning Texas A&M University 2010

Number of theses supervised in past 5 years: 9

Foreign language competence: Hindi - 5, Urdu - 3, Punjabi - 2, Arabic - 1

Major fields of interest & research: Land use planning, community resilience, climate change

Overseas/field experience: Nepal - 2015-16, Oman - 2017

Distinctions: Funded research grants: Scenario-based Flood Risk Mapping (Funded by DHS); Policy Dialogue during the Response-Recovery Transition Phase and its Implications for Long-term Recovery: Case Study, Katmandu Nepal (Funded by NSF); The Adoption and Utilization of Hazard Mitigation Practices by Jurisdictions along Gulf and Atlantic Coasts

Recent publications: "Identifying factors shaping the perceptions of risk related to climate change" in *U.S. International Journal of Global Warming; Planning for Community Resilience: A Handbook for Reducing Vulnerability to Disasters*. 2015; "Incorporating Climate Change Mitigation and Adaptation into Local Land Use Planning" *Land Use: Planning, Regulations, and Environment*, Hauppauge. NY, U.S: NOVA Science Publisher. 101-124.

Percent of time to program: 25-50%

Courses taught: Research Methods, Comprehensive Planning, Land use and Infrastructure Management, Introduction to Emergency Management, and Introduction to Urban Planning

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

Gupta, Abhinav

Position: Assistant Professor

Department: Management

Year of appointment: 2015

Education: B.A. (Commerce) Aligarh University; Post-graduate diploma in Management, International Management Institute New Delhi; Ph.D. (Strategic Management and Organization Theory) The Pennsylvania State University

Number of theses supervised in past 5 years: 2

Foreign language competence: Hindi - 5

Major fields of interest & research: Political ideology of corporations and elites, inter-organizational diffusion, corporate social responsibility

Overseas/field experience: India

Distinctions: Best paper finalist at SMS conference in Berlin, 2017 best paper award on social and environmental impact by OMT division, Academy of Management

Recent publications: “The Elephant (or Donkey) in the Boardroom: How Board Political Ideology Affects CEO Pay.” *Administrative Science Quarterly*, 2017; “Red, Blue and Purple companies: Organizational Political Ideology and Corporate Social Responsibility.” *Strategic Management Journal*, 2017

Percent of time to program: 25% or less

Courses taught: Strategic Management

Heath, Rachel

Position: Assistant Professor

Department: Economics

Year of appointment: 2011

Education: B.S. (Economics) Duke University 2005; M.A. (Economics) Yale University 2007; M.Phil. (Economics) Yale University 2008; Ph.D. (Economics) Yale University 2011

Number of theses supervised in past 5 years: 14

Foreign language competence: Spanish - 5, French - 3

Major fields of interest & research: Development & labor economics; Bangladesh garment industry

Overseas/field experience: Bangladesh

Distinctions: Diversity and Inclusion Seed Grant (2017) International Growth Centre Small Project Facility Grant (2016) American Institute of Bangladesh Studies Program Support Award (2016); University of Washington Center for the Study of Demography and Ecology seed grant (2013);

Recent publications: “The Causal Effect of Maternal Age at Marriage on Child Wellbeing: Evidence from India.” *Journal of Development Economics*. 127 (2017): 42-55; “Manufacturing Growth and the Lives of Bangladeshi Women” *Journal of Development Economics*. 115(2015): 1-15; “Women’s Access to Labor Market Opportunities, Control of Household Resources, and Domestic Violence.” *World Development*. 57 (2014): 32-46.

Percent of time to program: 25% or less

Courses taught: Topics in Microeconomics of Development, Development Economics, Honors Seminar, Development Economics, Microeconomic Theory

Holman, Darryl

Position: Associate Professor, Director of Center for Statistics and the Social Sciences

Department: Anthropology

Year of appointment: 1999

Education: B.S. (Anthropology) University of Wisconsin–Madison 1988; M.S. (Anthropology) University of Wisconsin–Madison 1990; Ph.D. (Anthropology and Demography) The Pennsylvania State University, University Park 1996

Number of theses supervised in past 5 years: 13

Foreign language competence: Bengali - 1

Major fields of interest & research: Demography, biological anthropology, human fertility and mortality, quantitative methods

Overseas/field experience: Bangladesh: 1.5 years

Distinctions: 2017-2018 NSF Doctoral Dissertation Improvement Grant; 2011-2012 NSF Doctoral Dissertation Improvement Grant; 2009-2011 Bio demographic Tools for Investigating Postpartum Amenorrhea. NIH/NICHD Grant

Recent publications: Holman, Darryl, et al. “Reliability of the atd angle in dermatoglyphic analysis.” *Collegium Antropologicum* 39, 3 (2015):797-800; Holman, Darryl, et al. “Palmar crease classification and relationship to fetal alcohol spectrum disorders (FASD).” *Collegium Antropologicum* 39, 3(2015):769-774

Percent of time to program: 25% or less

Courses taught: BIOA 482 Human Population Genetics, CSSS 544 Event History Analysis for the Social Sciences

Hossain, Faisal

Position: Professor

Department: Civil & Environmental Engineering

Year of appointment: 2014

Education: B.S. Indian Institute of Technology 1996; M.Eng. National University of Singapore 1999; Ph.D. University of Connecticut 2004

Number of theses supervised in past 5 years: 5 M.A., 7 Ph.D.

Foreign language competence: Bangla - 5, Hindi - 4, Japanese - 2, French - 2

Major fields of interest & research: Hydrologic remote sensing, human modification of extreme hydro- climatology, sustainable water resources engineering, transboundary water resources management and engineering education.

Overseas/field experience: Research Member at National University of Singapore, Lecturer at Bangladesh Institute of Technology

Distinctions: ASCE EWRI 2018 Excellence in Task Committee Vision and Leadership Award- 2018; American Meteorological Society Editor’s Award- 2015; Seattle Tech-Doc Film Selection for Short Documentary “Cotton Fields” - 2018

Recent publications: “Evaluation of Impacts of DEM Errors in Flood Impact Assessment and Effectiveness of a DEM Correction Technique: A Cumberland River Case Study.” *Geosciences*, 2018

Percent of time to program: 25% or less

Courses taught: Probabilistic Methods in Hydro sciences, Hydrometeorology, Environmental Applications of Remote Sensing, Connections to Civil and Environmental Engineering, Water Resources Engineering

Kaviani, Khodi

Position: Affiliate Lecturer; (Associate Professor, Central Washington University)

Department: Education

Year of appointment: 2012

Education: B.A. (Political Science) Western Washington University 1984; M.A. (International Studies) Henry M. Jackson School of International Studies University of Washington 1986; Ph.D. (Curriculum and Instruction) University of Washington 2007

Foreign language competence: Persian - 5

Major fields of interest & research: Social studies education, multicultural education, Middle East curriculum, civics and democratic education, media and education.

Overseas/field experience: Iran, travel to Oman, United Arab Emirates, Tajikistan

Distinctions: University of Washington Persian and Iranian Studies Advisory Board, Member, 2012 to present. National Council for the Social Studies, 2012: Board Member, Washington State Council for the Social Studies

Recent publications: "Education and indoctrination in Iran." In *Book VIII: Transforming Public Education in Africa, the Caribbean, and the Middle East*, ed. C. S. Sunal & K. Mutua, (Expected Publication Date: Winter – Spring 2018); *Iranian Calendar Stories: Myths, Legends, and History*. 2017; *Mehregaan: The Triumph of Liberty over Tyranny*. Amazon e-Books, 2017.

Percent of time to program: 25% or less

Courses taught: Teaching and Learning about the Middle East, Methods and Materials in the Elementary Social Studies, Ed Assessment, Comparative Study of Global Education, Culture and Curriculum, Teaching Controversial Subjects: Middle East, India, and Pakistan.

Keating, Christine

Position: Associate Professor

Department: Gender, Women, & Sexuality Studies

Year of appointment: 2016

Education: B.A. (History) Carleton College; M.A. (Women's Studies) George Washington University; Ph.D. (Political Science) University of Washington

Number of theses supervised in past 5 years: 4 Ph.D.

Foreign language competence: Sinhala - 3; Hindi - 2; Spanish - 4

Major fields of interest & research: Political theory, decolonial politics, South Asian studies, popular education and critical pedagogy, queer politics, and transnational feminist theory

Overseas/field experience: 1987-1988: Study Abroad in Sri Lanka (Intercollegiate Sri Lankan Education Program); 1989-1990: Research Assistant, ISLE Program; 1992-1993: Fulbright Fellowship, Sri Lanka; 1997-1999 Foreign Language and Area Study Fellowship, Department of Education. Languages: Hindi, Sinhala; 999-2000 Field Research: New Delhi, India; 2009-2010 Fulbright Scholar Fellowship, Field Research: Sri Lanka 2014, 2016: Field Research: Ecuador

Distinctions: Alumni Award for Distinguished Teaching, Ohio State University, 2011; Betty Nesvold Award, Best paper on women and politics, Western Political Science Association, March 2006; Doman Award for Teaching Excellence, University of Washington. 2001-2002.

Recent publications: *Decolonizing Democracy: Transforming the Social Contract in India*. Penn State University Press, 2011

Percent of time to program: 25-50%

Courses taught: Philosophy of Feminism, Intermediate Topics in Gender, Women, And Sexuality Studies, Collaborations in Feminism and Technology, Contemporary Feminist Theory, Feminist Research and Methods of Inquiry

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

Keyes, Charles

Position: Professor Emeritus

Department: Anthropology and Henry M. Jackson School of International Studies

Year of appointment: 1965

Education: B.A. (Anthropology and Mathematics) University of Nebraska 1959; Ph.D. (Anthropology) Cornell University 1967

Number of theses supervised in past 5 years: 0

Foreign language competence: Thai – 4, Lao – 3, Vietnamese – 2, French - 2

Major fields of interest & research: Ethnicity & ethnic group relations; Religion & modernity; Critical development theory

Overseas/field experience: Thailand, 1962-2011 (9 years total); Vietnam, 1988-2002; Laos, 1989, 1992

Distinctions: U.S. Office of Education, Technological Innovation and Cooperation for Foreign Information Access Program; Honorary PhD, Mahasarakham University, 2004.

Recent publications: *Finding Their Voice: Northeastern Villagers and the Thai State*. Chiang Mai, Thailand: Silkworm Press, 2014; “Cosmopolitan’ Villagers and Populist Democracy in Thailand.” *South East Asia Research* 20, 3 (2012): 343–360.

Percent of time to program: 25% or less

Courses taught: Buddhism & Society; Belief, Ritual & the Structure of Religion, Anthropological Perspectives on Ethnicity, Seminar on Ethnicities, Nations, and Cultural Identities, Field Techniques in Ethnography

Khalil, Fahad

Position: Professor

Department: Economics

Year of appointment: 1991

Education: B.S.S. (Economics) University of Dhaka Bangladesh 1985; M.A. (Economics) Virginia Tech 1988; Ph. D. (Economics) Virginia Tech 1991

Number of theses supervised in past 5 years: 5

Foreign language competence: Bangla - 5

Major fields of interest & research: Theory of Contracts, Industrial Organization, and Economics of Information

Overseas/field experience: Bangladesh, Australia, UK, Germany

Distinctions: Castor Professor of Economics, 2012 – present; Country Lead Academic (Bangladesh), International Growth Centre, at LSE and Oxford, since 2009, Member, Regional Standing Committee, South and South-East Asia of the Econometric Society, 2013-2016

Recent publications: Khalil, Fahad, et al. “The Impacts of Intellectual Property Rights Protection on Cross-Border M&As,” *Quarterly Journal of Finance*; Khalil, Fahad, et al. “Private Monitoring, Collusion, and the Timing of Information”, *RAND Journal of Economics* 46, 4 (Winter 2015): 872–890. Khalil, Fahad, et al. “Contracts offered by Bureaucrats.” *RAND Journal of Economics*, 44/4 (Winter), 686-711, 2013.

Percent of time to program: 25% or less

Courses taught: Microeconomics II & III, Theory of Industrial Organization, Topics in Contract Theory, Game Theory, Economics of Information, Industrial Organization and Price Analysis, Microeconomics: methods and applications, Intermediate Microeconomics.

Khullar, Sonal

Position: Associate Professor

Department: Art History

Year of appointment: 2009

Education: M.A. (Art History) UC-Berkeley 2004; Ph.D. (Art History) UC-Berkeley 2009

Number of theses supervised in past 5 years: 1 M.Phil., 1 M.A., 2 Ph.D.

Foreign language competence: Hindi - 5, French - 3

Major fields of interest & research: Colonialism, nationalism, & modernism; Feminist practice & theory; Art history & anthropology; Collecting, connoisseurship, & cosmopolitanism

Overseas/field experience: India, Sri Lanka, France, Belgium, The Netherlands, Turkey, Tunisia, UK

Distinctions: Bernard S. Cohn Prize of the Association of Asian Studies; American Institute for Indian Studies Senior Research Fellowship (2016); Networking of Specialists Grant, The Japan Foundation, Los Angeles and Tokyo (2015)

Recent publications: “Adivasi, What Can and Cannot Be Done: Today’s Totems and Taboos.” In *Aroop: A Series of Arts, Poetry and Ideas*. ed. Nancy Adajania. in press, forthcoming 2018; *Worldly Affiliations: Artistic Practice, National Identity, and Modernism in India, 1930-1990*. University of California Press, 2017.

Percent of time to program: 50-100%

Courses taught: Art of India from Mohenjo-Daro to the Mughals, Art & Empire in India, 1750-1900, Modern & Contemporary Art in India, Curating India: History & Theory of Museums in the Colony

Kotha, Suresh

Position: Professor, Chair in Entrepreneurship

Department: Management

Year of appointment: 1992

Education: B.Arch. University of Madras 1980; M.Arch. Rensselaer Polytechnic Institute 1982; M.B.A. Rensselaer Polytechnic Institute 1983; M.S. Rensselaer Polytechnic Institute 1986; Ph.D. Rensselaer Polytechnic Institute 1988

Number of theses supervised in past 5 years: 2 Ph.D.

Foreign language competence: Tamil - 4, Hindi - 3

Major fields of interest & research: Corporate entrepreneurship, ecommerce strategy, global ebusiness, competitive strategy and global competition, management of technology, and manufacturing strategy.

Overseas/field experience: India, Singapore

Distinctions: Recipient of the Lex N. Gamble Award for Excellence in Case Development and Curriculum Innovation, June 2015; Teacher of Year Award. Technology Management MBA Program. Foster School of Business, University of Washington, 2011-2012 Academic Year

Recent publications: “Catching fire and spreading it: A glimpse into displayed entrepreneurial passion in crowdfunding campaigns.” *Journal of Applied Psychology* 102, 7 (2017): 1075-1090; “Changing with the Times: An Integrated View of Legitimacy, Institutional Logics, and New Venture Cycles.” *The Academy of Management Review* 41, 3 (2016): 383-409.

Percent of time to program: 25% or less

Courses taught: Ecommerce: Competing on the Internet, International Management, Technology and Entrepreneurship

Krishnamurthy, Sandeep

Position: Professor and Director,

Department: Business Administration

Year of appointment: 1996

Education: B.Tech. (Chemical Engineering) Indian Institute of Technology 1988;

M.B.A. XLRI Jamshedpur India 1990; Ph.D. (Marketing) University of Arizona 1996

Number of theses supervised in past 5 years: 1

Foreign language competence: Hindi - 5, Kannada - 4, Telugu - 4, Tamil - 2, Sanskrit - 2

Major fields of interest & research: Public goods, management of non-profit firms, e-commerce and internet.

Overseas/field experience: India, 1990 - 1992

Distinctions: 2008-2010 Book Review Editor, Journal of Marketing.

Recent publications: Krishnamurthy, Sandeep; Ou, Shaosong; Tripathi, Arvind K. "Acceptance of Monetary Rewards in Open Source Software Development." *Research Policy* 43, 1 (2013), 2013; Krishnamurthy, Sandeep and Arvind K. Tripathi. "Monetary donations to an open source software platform." *Research Policy* 38, 2 (2009): 404-414; Dou, Wenyu and Sandeep Krishnamurthy. "Using Brand Web Sites to Build Brands Online: A Product vs. Service Brand Comparison." *Journal of Advertising Research* 47, 2 (2007): 193-206.

Percent of time to program: 25% or less

Courses taught: Marketing Management, E-Commerce, Internet Business

Krishnan, Kannan M.

Position: Campbell Chair Professor of Materials Science and Physics

Department: Materials Science & Engineering

Year of appointment: 2001

Education: B.Tech. (Mechanical Engineering) IIT Kanpur India 1978; M.S. (Materials Science) State University of New York Stony Brook 1980; Ph.D. (Materials Science; Physics and Mathematics – Minors) UC Berkeley 1984

Number of theses supervised in past 5 years: 1 M.A., 7 Ph.D.

Foreign language competence: Spanish - 4, Japanese - 3, Portuguese - 2

Major fields of interest & research: Nanocrystals and Nanomagnetism, Thin Film Heterostructures, Biophysics and Biomedical Applications of Magnetism, Spin electronics and spin-dependent transport

Overseas/field experience: India, Japan, Australia, Denmark, Sweden, Brazil, Egypt

Distinctions: 2016 Alexander von Humboldt Forschungspreis (Career Research Award), Germany; Brahm Prakash Visiting Professorship, Department of Materials Engineering, Indian Institute of Science, Bangalore, India; 2009 *Fellow*, American Physical Society; 2009 *Distinguished Lecturer*, IEEE Magnetics Society;

Recent publications: "Harmonic simulation study of simultaneous nanoparticles size and viscosity differentiation." *IEEE Magnetics Letters*, (2017); "Magnetic particle imaging for real-time perfusion imaging in acute stroke." *ACS Nano; Fundamentals and Applications of Magnetic Materials*, Oxford University Press.

Percent of time to program: 25% or less

Courses taught: Bonding, Crystallography and Symmetry-related Properties of Materials, Fundamentals and Applications of Magnetic Materials

Kumar, Vipin

Position: Professor

Department: Mechanical Engineering

Year of appointment: 1988

Education: B.Tech. (Mechanical Engineering) Indian Institute of Technology Kanpur 1970; M.S. (Mechanical Engineering) University of Rhode Island 1972; M.B.A. University of Rhode Island 1974; Ph.D. (Mechanical Engineering) Massachusetts Institute of Technology 1988

Major fields of interest & research: Polymeric composites, Microcellular composites, Design & manufacturing, Product & process design, Characterization & processing of polymeric composites

Overseas/field experience: India

Distinctions: UW Presidential Entrepreneurial Faculty Fellow; ASME Thomas Edison Patent Award; DuPont Packaging Innovation Award; Boeing-Welliver Faculty Fellow

Recent publications: “High Temperature Microcellular and Nanocellular Polyphenylsulfone Foams.” *Cellular Polymers* 35, 3 (2016): 119; “Solid-state PMMA Nano foams. Part II: low-temperature solid-state process space using CO₂ and the resulting morphologies.” *Polymer* 70 (2015): 231-241; “Solid-state Microcellular and Nanocellular Polysulfone Foams.” *Journal of Polymer Science Part B: Polymer Physics*, (2015).

Percent of time to program: 25% or less

Courses taught: Introduction to Manufacturing Processes, Introduction to Mechanical Design, Mechanical Engineering Design; Methodologies for Engineering Design: Conceptual Design

Kurian, Alka

Position: Senior lecturer

Department: Interdisciplinary Arts & Sciences, University of Washington Bothell

Year of appointment: 2010

Education: M.Phil. (French) Jawaharlal Nehru University, New Delhi India; Maitrise (French) Université Stendhal, Grenoble, France; Ph.D. (Film and Cultural Studies) University of Sunderland UK

Number of theses supervised in past 5 years: 0

Foreign language competence: Hindi - 5, Urdu - 4, Punjabi - 3, French - 4

Major fields of interest & research: Feminist politics in South Asia, gender and cinemas postcolonial literature, cinemas of opposition

Overseas/field experience: India

Distinctions: Board member of Tasveer; ‘Spotlight’ Award for creative writing, Arts Council, North East of England; Mentoring Award for creative writing, New Writing North, Northern Arts, England; French Government Scholarship to undertake Postgraduate studies in Grenoble, France. University Grants Commission (India) NET Research Scholarship.

Recent publications: *Narratives of Gendered Dissent in South Asian Cinemas*, New York: Routledge, 2014; *New Feminisms in South Asia: Disrupting the Discourse through Social Media, Film, and Literature* (co-edited) New York: Routledge, 2017

Percent of time to program: 50-100%

Courses taught: Interdisciplinary Inquiry, Introduction to Feminist Studies, The Politics of Bollywood, Gender, Human Rights and Global Cinema, Postcolonial Literatures, Human Rights and Resistance, Gender, Culture, and Human Rights: Study Abroad in India

Kyes, Randall C.

Position: Research Professor, Director, Center for Global Field Study

Department: Psychology

Year of appointment: 1994

Education: B.A. (Psychology) University of Maine at Orono 1981; M.A. (Experimental Psychology/Animal Behavior) Bucknell University 1985; Ph.D. (Biopsychology/Primate) University of Georgia 1989; Post Doc (Medical Primatology) Wake Forest University, 1992

Number of theses supervised in past 5 years: 3 M.S./M.P.H., 2 Ph.D.

Foreign language competence: Indonesian - 3, Nepali - 1, Thai - 1

Major fields of interest & research: Human-Environment Interface; Conservation Biology (population assessment, human-wildlife conflict and coexistence); Global Health (emerging infectious disease); Primate Behavior/Cognition

Overseas/field experience: Nepal (1-2 times/year since 2000); Bangladesh (1-2 times/year since 2003); India (1 time/year since 2005); China; Thailand; Mexico; Indonesia; Congo; Laos

Distinctions: Awarded “World Class Professor” (Visiting Professor) to Bogor Agricultural University, Indonesia (2017); Fulbright Scholar, Indonesia (2013); President, American Society of Primatologists (2008-10); Founding Director, UW Center for Global Field Study (since 2008); Founding Director, UW study abroad: “*International Field Study Program-Indonesia*”

Recent publications: “Evaluation of fecal testosterone, rank and copulatory behavior in wild male *Macaca thibetana* at Huangshan, China.” *Pakistan Jr of Zoology* 45, 5 (2015): 1445-1454; “Ecology of *Pika* (*Ochotona* spp.) in Gosainkunda area, Langtang National Park, Nepal.” In *Environment, Biodiversity and Traditional Systems*, ed. DR Khanna, GS Solanki, SK Pathak, 75-86. Biotech Books, 2013.

Percent of time to program: 25% or less

Courses taught: Field Study in Animal Behavior, "International Field Study Program-Indonesia Seminar", "Field Course in Conservation Biology & Global Health, Undergraduate Research

Lenz, Timothy J.

Position: Acting Assistant Professor

Department: Asian Languages & Literature

Year of appointment: 2000

Education: B.A. (Music/Religion) Western Michigan University 1979; M.A. University of Washington 1995; Ph.D. (Asian Languages & Literature) University of Washington 1999

Number of theses supervised in past 5 years: 0

Foreign language competence: Sanskrit - 4, Pali - 3, Hindi - 2

Major fields of interest & research: Early Indian Buddhism, Gāndhārī language & literature, Religious narrative.

Overseas/field experience: Japan - 6 months, India - 6 months

Distinctions: Robert H. No. Ho Family Foundation/ACLS Program in Buddhist Studies Collaborative Research Grants, 2015-2016. Social Sciences and Humanities Research Council, Connection Grant, 2017 (Canada; Jason Neelis, Wilfrid Laurier University, Principal

Recent publications: Jantrasrisalai, Chanida, Lenz, Timothy, Qian, Lin and Richard Salomon (lead author) “Fragments of an Ekottarikāgama Manuscript in Gāndhārī.” In *Buddhist Manuscripts, Volume 4*, ed. Jens Braavig, Manuscripts in the Schøyen Collection. Oslo: Hermes Publishing, 2016.

Percent of time to program: 50-100%

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

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Leonetti, Donna

Position: Professor Emeritus

Department: Anthropology

Year of appointment: 2003

Education: B.A. (Anthropology) University of Washington 1965; M.A (Anthropology) University of Washington 1967; Ph.D. (Anthropology) University of Washington, 1976

Number of theses supervised in past 5 years: 0

Foreign language competence: Spanish - 3

Major fields of interest & research: Household ecology and demography, intergenerational relationships, marriage, reproductive ecology, N.E. India (Bengali and tribal Khasi)

Overseas/field experience: India (1993, 2000-04)

Distinctions: Secretary of Evolutionary Anthropology Society of the American Anthropological Association (2008-2012)

Recent publications: Leonetti, Donna, and D.C. Nath. "Age of first reproduction and economic change in the context of differing kinship ecologies." *American Journal of Human Biology* 21, 4 (2009):438-47; Leonetti, Donna, et al. "In-law Conflict Women's Reproductive Lives and the Roles of Their Mothers and Husbands among the Matrilineal Khasi" *Current Anthropology* 48, 6 (2007): 861-890.

Percent of time to program: 25% or less

Courses taught: Biocultural Anthropology 387, Biocultural Anthropology 569

Lombardi, Clark

Position: Professor, Director of Islamic Legal Studies

Department: Law School

Year of appointment: 2004

Education: B.A. (Religion) Princeton University 1990; M.A. Columbia University 1995; J.D. Columbia Law School 1998; Ph.D. (Religion: Islamic Studies) Columbia University 2001

Number of theses supervised in past 5 years: 7

Foreign language competence: Modern Standard Arabic - 1

Major fields of interest & research: Islamic religion, Comparative Islamic law, Comparative religion and law, comparative federalism.

Overseas/field experience: National University of Singapore (2008), 2 research trips to Pakistan, 2 research trips to Malaysia, 1 trip to Indonesia; ongoing trips to Afghanistan.

Distinctions: Carnegie Scholar, 2007-09; Luce Grant on Religion and Human Security, 2007-09; 2008 World Book of the Year Award in Islamic Studies

Recent publications: Jonathan Brown, Fareeha Khan, **Clark Lombardi** & Andrew March, ed., *Oxford Encyclopedia of Islamic Law*. Oxford University Press; "Reforming the Afghan Electoral System: The Current Debate and its implications for the Plans to Ament the Afghan Constitution" in *Int'l J. Const. L. Blog*. 2015; "Designing Islamic Constitutions: Past Trends and Options for a Democratic Future" 11 *Int'l J. Const. L.* (2013): 615-45; "Constitutional Provisions Making Sharia "A" or "The" Chief Source of Legislation: Where Did They Come From? What Do They Mean? Do They Matter?" *Am. U. Int'l L. Rev.* (2013): 733-74; "Can Islamizing a Legal System Ever Help Promote Liberal Democracy?: A View from Pakistan." *U. St. Thomas L. J.* (2010): 649-91.

Percent of time to program: 25% or less

Courses taught: U.S. Constitutional Law, U.S. Federal Courts Law, Afghan and Pakistani Law.

Mahadevan, Sudhir

Position: Associate Professor

Department: Film Studies Program, Department of Comparative Literature

Year of appointment: 2009

Education: B.A. (English) St. Xavier's College Bombay University 1995; M.A. (Cinema Studies) New York University 2000; Ph.D. (Cinema Studies) New York University 2009

Number of theses supervised in past 5 years: 3

Foreign language competence: Hindi - 5, Bengali - 3, Tamil - 5, Malayalam - 3, French - 1

Major fields of interest & research: Early cinema history, 19th century print and visual culture, history of photography in South Asia, contemporary Indian cinema

Overseas/field experience: India

Distinctions: Dean's Dissertation Fellowship, Graduate School of Arts and Sciences, New York University, 2006-2007; Junior Research Fellow, American Institute of Indian Studies

Recent publications: *A Very Old Machine: South Asian Cinema and its Origins*. 2015; "Authorship, Industry and the Intermedial Relay: The Films of Vidhu Vinod Chopra" in *Contemporary Bollywood Directors*, ed. Ayesha Iqbal and Vimal Mohan John, New Delhi and London: Sage, 2016; "Archives and Origins: The Material and Vernacular Cultures of Photography in India," *Trans Asia Photography Review*, vol. 4, no. 1 (Fall 2013).

Percent of time to program: 25-50%

Courses taught: Theory of Film Analysis, Hindi Cinema, Melodrama, Great Directors (David Cronenberg), Cult Cinema, National Cinemas

Marshall, Julian

Position: Kiely Professor of Civil & Environmental Engineering, Founder – Grand Challenge Impact Lab (India study abroad program)

Department: Civil & Environmental Engineering

Year of appointment: 2016

Education: B.S.E. (Chemical Engineering) Princeton University 1996; M.S. (Energy and Resources Group) University of California Berkeley 2002; Ph.D. (Energy and Resources Group) University of California Berkeley 2005

Number of theses supervised in past 5 years: 2 M.A., 3 Ph.D.

Major fields of interest & research: Air pollution exposure, pollution from transportation energy use, air pollution measurements in developing countries

Overseas/field experience: India

Distinctions: "Best Environmental Technology Paper of 2017" from Environmental Science & Technology, Charles E. Bowers Teaching Award, UMN, 2014, C. Eugene Allen Award for Innovative International Initiatives UMN 2014, Joan M. Daisey Outstanding Young Scientist Award, International Society of Exposure Science, 2013

Recent publications: JD Marshall et al. "Real-time indoor measurement of health and climate-relevant air pollution concentrations during a carbon-finance-approved cookstove intervention in rural India." JD Marshall et al. "Use of spatiotemporal characteristics of ambient PM_{2.5} in rural South India to infer local versus regional contributions." *Environmental Pollution*.

Percent of time to program: 25% or less

Courses taught: Grand Challenges Impact Lab, Air Quality Engineering

McMillin, Divya

Position: Professor, Director, Global Honors Program

Department: Culture, Arts & Communication, Tacoma Campus

Year of appointment: 1998

Education: B.A. Bangalore University 1992; M.A. Pittsburg State University 1994; Ph.D. Indiana University 1998

Number of theses supervised in past 5 years: 120 senior theses as director of Global Honors

Foreign language competence: Kannada - 5, Hindi - 3, Tamil - 2, French - 2

Major fields of interest & research: Global media studies, postcolonial studies, globalization, foreign policy.

Overseas/field experience: Summer field research in India, 1995-2014; Munich, 2004-10; South Africa, 2007; Beijing, Seoul, Mexico, New Zealand.

Distinctions: UW Tacoma: Distinguished Teaching Award 2017, Distinguished Research Award 2012, Chancellor's Award, 2007-09; Founder's Endowment Award, UW-Tacoma, 2007-11

Recent publications: *Place, Power, Media: Mediated Responses to Globalization*. Peter Lang Publishing; "Global Trends in Media Theory," In 20 Questions in Youth and Media, ed. Sharon Mazzarella and Nancy Jennings, New York: Peter Lang, 2018; "Trust and Television in Globalizing India." In *Television Histories in Asia*, ed. Jinna Tay, Graeme Turner, and Koichi Iwabuchi, New York: Routledge, 2015.

Percent of time to program: 25-50%

Courses taught: TGH 300 Re-orienting the Global, TGH 490-91 Global Honors Research Methods Seminar, TCOM 430 Global Networks, Local Identities, TCOM 230 Media Globalization and Citizenship

Mosca, Matthew

Position: Assistant Professor

Department: History

Year of appointment: 2015

Education: B.A. University of British Columbia 2000; M.A. Harvard University 2002; Ph.D. Harvard University 2008

Number of theses supervised in past 5 years: 1 M.A.

Foreign language competence: Chinese – 5, Japanese – 4, Manchu – 4, French - 4

Major fields of interest & research: China; Empire and Colonialism; Historiography; Inner Asia; Late Imperial China

Overseas/field experience: RC (2005 and shorter trips subsequently); Taiwan: 2006, and shorter trips subsequently; Japan: 2007 and shorter trips subsequently; UK.

Distinctions:

Recent publications: *From Frontier Policy to Foreign Policy: The Question of India and the Transformation of Geopolitics in Qing China*. Stanford: Stanford University Press, 2015.

Percent of time to program: 25% or less

Courses taught: History of Chinese Civilization; History Research Seminar, China and The West in Historical Perspective, 1500-1976

Motha, Suhanthie

Position: Associate Professor

Department: English

Year of appointment: 2009

Education: B.A. University of Toronto 1990; M.A. University of Maryland 1995; Ph.D. University of Maryland 2004

Number of theses supervised in past 5 years: 1 Ph.D.

Major fields of interest & research: Race and empire in English language teaching, critical applied linguistics, linguistic minority identity, anticolonial epistemologies.

Overseas/field experience: Sri Lanka

Distinctions: Critic's Choice Book Award, American Educational Studies Association (AESAs), 2015; Comparative and International Education Society's (CIES) Globalization and Education SIG Book Award, 2015.

Recent publications: "Accessing Imagined Communities, Reinscribing Regimes of Truth?." *Critical Inquiry in Language Studies* 5, 3; *Race and empire in English language teaching*. New York, NY: Teachers College Press, 2014; "Decolonizing ESOL: Negotiating Linguistic Power in U.S. Public School Classrooms." *Critical Inquiry in Language Studies* 3, 2&3 (2006) 75-100; "Racializing ESOL Teacher Identities in U.S. K-12 Public Schools." *TESOL Quarterly* 40, 3 (2006).

Percent of time to program: 25% or less

Courses taught: Practicum in Teaching English as A Second Language, Theory and Practice On Teaching English to Speakers of Other Languages, Methods and Materials for Teaching English as A Second Language, Research Methods in Second-Language Acquisition

Novetzke, Christian L.

Position: Professor

Department: Henry M. Jackson School of International Studies

Year of appointment: 2007

Education: B.A. (Asian Philosophy and English) Macalaster College 1993; M.T.S. (History of Religions) Harvard 1996; Ph.D. (History of Religions) Columbia 2003

Number of theses supervised in past 5 years: 20 M.A., 12 Ph.D.

Foreign language competence: Hindi - 3, Marathi - 3, Sanskrit - 2, French - 1

Major fields of interest & research: History of religions; philosophy of history; Indian culture, pop culture, film; religious studies theory; state, society, and religion; comparative secularism

Overseas/field experience: India (20x), UK (1x), Switzerland (1x), Singapore (1x), Canada (4x)

Distinctions: 2018 Guggenheim Fellow, College of Arts and Sciences Endowed Professor (2016 onward); Elected to American Society for the Study of Religion (2016); NEH Fellow (2013-14); Fulbright-Nehru Senior Fellowship for Research, 2013; National Endowment for the Humanities Fellowship, 2013-14;

Recent publications: *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*. Columbia University Press, 2016; *Amar Akbar Anthony: Community, Nation, and Urban Cosmopolitanism in a Landmark Hindi Film*. With co-authors Andrew Rotman and William Elison. Harvard University Press, 2016; *The Political Idea of India*, with Sunila S. Kale, under contract with Columbia University Press.

Percent of time to program: 25-50%

Courses taught: Yoga: History, Practice, and Health, Hinduism, Religion and Modernity, The History and Practice of South Asia Studies, Graduate Seminar on Religions, Cultures, and Civilizations

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

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Osanloo, Arzoo

Position: Associate Professor

Department: Law, Societies, & Justice

Year of appointment: 2002

Education: B.A. (French/English) University of Colorado 1990; J.D. American University 1993; M.A. (Cultural and Social Anthropology) Stanford University 1997; Ph.D. (Cultural and Social Anthropology) Stanford University 2002

Number of theses supervised in past 5 years: 9 M.A., 9 Ph.D.

Foreign language competence: French - 5, Farsi - 5

Major fields of interest & research: Human rights, transnational law, women's studies, Islam

Overseas/field experience: Iran, Cyprus, France

Distinctions: Society of Scholars, Simpson Center for Humanities, University of Washington, 2015 – 2016; Colloquium Award, Simpson Center for Humanities, University of Washington, 2013-14;

Recent publications: *When Mercy Becomes Law: Enacting Forgiveness in Iranian Criminal Sanctioning* (manuscript under contract with Princeton University Press); "Debating Gender and Family Law in Pre- and Post-revolutionary Iran." *New Middle Eastern Studies, Special Issue: Islam and Revolution*. 2015

Percent of time to program: 25-50%

Courses taught: Intl. Human Rights in Culture & Practice LSJ321/ANTH 323, Women's Rights & Politics in Muslim Societies LSJ 421/ANTH 498, Law & Culture LSJ 499, Reconciliation: The Politics of Forgiveness in A Global Age

Pahlajrai, Prem

Position: Lecturer

Department: Asian Languages & Literature

Year of appointment: 2007

Education: B.S. (Computer Engineering) Pune University 1987; M.S. (Electrical Engineering) Georgia Institute of Technology 1990; M.A. (Asian Languages & Literature) University of Washington 2005; Ph.D. (Asian Languages & Literature) University of Washington 2013

Foreign language competence: Hindi - 5, Sindhi - 2, Marathi - 2, Sanskrit - 1, German - 2

Major fields of interest & research: Hindi language, Indian philosophy & religions

Overseas/field experience: Summer 2004 – Pune, India, Advanced Sanskrit Study
Summer 2006 - Rishikesh & Rajasthan, India, field work and study on Vedanta (Indian philosophy & religion), Summer 2008 - Badrinath, Haridwar & Rajasthan, India, field work and study on Vedanta (Indian philosophy & religion)

Percent of time to program: 50-100%

Courses taught: Elementary and Intermediate Hindi, Indian Philosophical Literature

Parker, Samuel

Position: Associate Professor

Department: Culture, Arts & Communication, University of Washington Tacoma

Year of appointment: 1996

Education: B.A. University of Hawaii 1976; M.A. (Art History) University of Hawaii 1981; M.A. (Anthropology) University of Hawaii 1983; Ph.D. (Anthropology) University of Chicago 1989

Number of theses supervised in past 5 years: 0

Foreign language competence: Hindi - 3, Tamil - 2, German - 2, French - 3

Major fields of interest & research: Cultural studies of Asia, traditional visual culture of the Hindu temple in contemporary contexts.

Overseas/field experience: Semester at Sea, New Zealand, India, Indonesia

Distinctions: Awarded invitation to deliver Wheedon Lecture at the University of Virginia (2008); UW Founders' Endowment award supporting sabbatical research (various years).

Recent publications: "The Politics of Aesthetics and Materiality: The arts of the contemporary Hindu temple." *Marg Journal*; "Lived Cosmologies and Objectified Commodities: Reinventing the Traditional Art of India in a World of Cultural Tourism." *Copenhagen Journal of Asian Studies*, Vol 29, No 1 (2011)

Courses taught: Art and Culture in India; Values and Action.

Percent of time to program: 50-100%

Courses taught: Interdisciplinary cultural studies of Asia (India, China, Japan) and the Pacific, Meaning, material culture and production practices, History & contemporary uses of the culture concept, Semiotics

Pauwels, Heidi Rika Maria

Position: Professor

Department: Asian Languages and Literature

Year of appointment: 1996

Education: B.A. (Eastern Philology and History) Katholieke Universiteit Leuven, Belgium 1983; M.A. (Eastern Philology and History) Katholieke Universiteit Leuven, Belgium 1986; Ph.D. (Asian Languages & Literature) University of Washington 1994

Number of theses supervised in past 5 years: 6 M.A., 1 Ph.D.

Foreign language competence: Dutch, Hindi, French, German – 5, Sanskrit, Braj Bhasa, Avadhi – 4, Rajasthani, Apabhramsa, Urdu, Avestan – 2, Greek, Prakits, Latin, Persian - 2

Language Pedagogy Training: Workshop on Hindi Pedagogy at Yale University, 2009

Major fields of interest & research: Hindi, Hinduism (bhakti, hagiography); Hindu goddesses, gender in epic texts; folk Hinduism (heroines in women's songs from the Braj area); Ramayana; Hinduism-Islam interface.

Overseas/field experience: India, 1983-84, 86-87, 87-88, 89, 1995, 2003; China, 2006

Distinctions: Royalty Research Fund Fellowship, Visiting Research Scholar, Gent University, Belgium (Autumn 2016), Simpson Center Symposium Grant, Guggenheim Fellowship (2011-12); AIIS Senior Research Grant (2011-12)

Recent publications: *Mobilizing Krishna's World: The Writings of Prince Sāvānt Singh of Kishangarh*. Seattle: University of Washington Press, 2017; "Cultural Exchange in Eighteenth-Century India: Poetry and Paintings from Kishangarh." *Studies in Asian Art and Culture* 4. Berlin: E.B. Verlag.

Percent of time to program: 50-100%

Courses taught: H A&S 261, IND 300, HINDI 401, 502, RELIG 352, 490, 502, SNKRT 413, 550, Asian 203, 206, 207, SISA 494, Asian 498B and Asian 580, Hindi 402, 501, 421, Honors 211B.

Potter, Karl H.

Position: Professor Emeritus

Department: Philosophy

Year of appointment: 1970

Education: B.A. University of California 1950; M.A. Harvard 1952; Ph.D. (Philosophy) Harvard 1955

Number of theses supervised in past 5 years: 0

Foreign language competence: Sanskrit - 2, French - 2, German - 1

Major fields of interest & research: Indian philosophy, philosophy of language

Overseas/field experience: India - 15 visits since 1982; England - 1986

Distinctions: Received Padma Shri award on 2011, Indian government's 4th highest civilian award

Recent publications: *Encyclopedia of Indian Philosophies: Volume 22: Buddhist Philosophy from 750 Onward*, 2017; *Encyclopedia of Indian Philosophies Volume 19 Buddhist Philosophy from 100 to 350 A.D.*, 2015; *Volume eight of the Encyclopedia of Indian Philosophies*. Delhi: Motilal Banarsidass, 1999; "Gangesa" (pp. 584-585), "Madhusudana Sarasvati" (590-591), "Sriharsa" (625-626), "Vacaspati Misra" (632-633) and "Vidyaranya" (636-637) in Robert L. Arrington (ed.), *A Companion to the Philosophers*. Oxford, U.K. and Mendham, Mass.: Blackwell Publishers, 1999.

Percent of time to program: 25% or less

Courses taught: PHIL 386, 412, 413, 418, 586, SISSA 386, SNKRT 560

Prakash, Aseem

Position: Walker Family Professor for the College of Arts and Sciences; Director, Center for Environmental Politics

Department: Political Science

Year of appointment: 2002

Education: B.A. (Economics) University of Delhi 1986; M.B.A. Indian Institute of Management Ahmedabad 1988; Ph.D. (Joint in Public and Environmental Affairs, Political Science) Indiana University Bloomington, 1997

Number of theses supervised in past 5 years: 28

Foreign language competence: Hindi - 5, Urdu - 3, Sanskrit - 1, Punjabi - 2

Major fields of interest & research: Environmental policy and management; climate change private governance, NGOs and nonprofits

Overseas/field experience: Lived in India from 1965-1993

Distinctions: Member, Board on Environmental Change and Societies, The National Academies of Sciences, Engineering & Medicine, 2017-20; International Studies Association, 2018 James N. Rosenau Award for "scholar who has made the most important contributions to globalization studies";

Recent publications: Prakash, Aseem, et al. "Reducing Toxic Chemical Pollution in Response to Multiple Information Signals: The 33/50 Voluntary Program and Toxicity Disclosures." *Ecological Economics*, 146 (2018): 193-202; "Do Economic Problems at Home Undermine Worker Safety Abroad? A Panel Study, 1980-2009." *World Development*, 96 (August 2017): 562-577; "Signaling Stewardship: The Role of Ownership Identity in Shaping Social Responsibility Communication in India." *Journal of Corporate Citizenship* 66 (June 2017): 46-80.

Percent of time to program: 25% or less

Courses taught: Climate Change Governance, NGO Politics, International Political Economy, International Relations: Approaches and Issues, World Politics

Prakash, Vikramaditya

Position: Professor, Director of Chandigarh Urban Lab

Department: Architecture

Year of appointment: 1996

Education: B.Arch. Chandigarh College of Architecture 1986; M.A. (History and Theory of Architecture and Urbanism) Cornell University 1989; Ph.D. (History and Theory of Architecture and Urbanism) Cornell University 1994

Number of theses supervised in past 5 years: 11

Foreign language competence: Hindi - 5, Punjabi - 5, French - 3

Major fields of interest & research: Architecture, urban design, urban history, post-colonial Indian architecture.

Overseas/field experience: India 1963-1986, 1990-1993

Distinctions: 2008 Book Research Grant, John Wiley and Sons, Inc., New York, NY; 2001 Book Research Grant, Graham Foundation for Advanced Studies in the Fine Arts, Chicago (\$20,000);

Recent publications: *Deruralization: The Modernist City in the Age of Globalization*. Under contract with Routledge Publications, UK; “The ‘Islamic’ from a Global Historiographical Perspective” *International Journal of Islamic Architecture IJIA* 6.1. (January 2017); *A Global History of Architecture*. Third Edition. 2016.

Percent of time to program: 50-100%

Courses taught: Arch 504 Studio, Arch 505 Studio, Arch 251 World Architecture, Arch 445 South Asian Architecture, BE 551 Cont Built Environment

Rakhra, Raj

Position: Lecturer

Department: Management

Year of appointment: 1999

Education: B.A. Whitman College 1979; B.S. University of Montana 1984; M.P.A. University of Montana 1984

Major fields of interest & research: Marketing high-technology products, marketing management, cross-cultural communications, competitive strategy

Overseas/field experience: Malaysia

Distinctions: Undergraduate Faculty of the Quarter (Winter 2013), Certificate of Excellence in Teaching, Undergraduate Business Council (2012), Undergraduate Professor of the Year for Human Resource Management and Leadership (2008); Honorable Mention for outstanding undergraduate teaching (2004); U.S. State Department Liaison and Interpreter, (1994).

Recent publications:

Percent of time to program: 25% or less

Courses taught: International Business, Business Communications, UW Extension – Business for International Professionals

Ramamurthy, Priti

Position: Professor

Department: Gender, Women & Sexuality Studies

Year of appointment: 1997

Education: B.A. (Economics) University of Delhi 1976; M.B.A. Indian Institute of Management 1978; Ph.D. (Social Science) Syracuse University 1995

Number of theses supervised in past 5 years: 10

Foreign language competence: Hindi - 5, Telugu - 5

Major fields of interest & research: Gender & International Economic Development, Agrarian Transitions, Transgenic crops, Urban Informal Economies, Transnational & Postcolonial Feminisms

Overseas/field experience: India – extensive field work and consultancy

Distinctions: Fulbright-Nehru Research Scholar, 2017-18, American Institute of Indian Studies Senior Fellowship, 2016, American Council for Learned Societies Research Collaboration Grant, 2015-17.

Recent publications: “AlterNotes on The Politics of Women’s Studies Graduate Certificates.” *Feminist Studies*, 2018, Forthcoming; “Decolonial and Postcolonial Approaches: A Dialogue” (with Ashwini Tambe), *Feminist Studies* 43, 3 (2017): 503-511; “Technic, Technical”, English Keywords in India, *Journal of South Asian Studies*, 40, 2 (2017): 400-3.

Percent of time to program: 25-50%

Courses taught: Oral History Research Methodologies, Social Movements in India, Gender and Globalization, Women and International Economic Development, Feminist International Political Economy, Feminist Research Methodologies

Rao, Deepa

Position: Associate Professor

Department: Global Health

Year of appointment: 2009

Education: B.A. University of Chicago 1995; M.A. University of Chicago 1996; Ph.D. Illinois Institute of Technology 2004.

Number of theses supervised in past 5 years: 26

Foreign language competence: Kannada - 4

Major fields of interest & research: Global Mental Health, Stigma Reduction, Chronic Diseases, HIV/AIDS, Social Justice and Human Rights

Overseas/field experience: India, Kenya

Distinctions: UW School of Public Health Faculty Outstanding Community Service Award (2014) National Institutes of Health Loan Repayment Program (2009-2014)

Recent publications: Kuleza, M., Raguram, R., & Rao, D. (In Press). “Perceived Mental Health Related Stigma, Gender, and Depressive Symptom Severity in a Psychiatric Facility in South India.” *Asian Journal of Psychiatry*; Rao, D., Horton, R., Raguram, R.. “Gender Inequality and Structural Violence among Depressed Women in South India.” *Social Psychiatry and Psychiatric Epidemiology* 47, 12 (2012): 1967-75; Jeyaseelan, L., Kumar, S., Mohanraj, R., Rebekah, G., Rao, D., Manhart, L. “Assessing HIV/AIDS Stigma in South India: Validation and Abridgement of the Berger HIV Stigma Scale.” *AIDS and Behavior* 17, 1 (2012):434-43.

Percent of time to program: 25% or less

Courses taught: Global Mental Health, Global Violence and Health, Global Mental Health: Focus on South Asia

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

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Rao, Rajesh

Position: Associate Professor

Department: Computer Science & Engineering

Year of appointment: 1998

Education: B.A. (Computer Science) Angelo State University 1992; B.A. (Mathematics) Angelo State University 1992; M.A. (Computer Science) University of Rochester 1994; Ph.D. (Computer Science) University of Rochester 1997

Number of theses supervised in past 5 years: 4 M.A., 5 Ph.D.

Major fields of interest & research: Computational Neuroscience & Brain-Computer Interfaces; Humanoid Robots that Learn from Humans; Analysis Indus Script

Overseas/field experience: India

Distinctions: Guggenheim Fellow, 2016; Fulbright Scholar, 2014; NSF Engineering Research Center for Sensorimotor Neural Engineering (Lead PI). NSF, 6/15/2011-7/31/2019.

Amount: \$18,500,000; *Electrocorticographic Brain-Machine Interfaces for Communication and Prosthetic Control* (Lead PI), NSF Biomedical Engineering Program, 09/01/2009-08/31/2012 (\$300,000); ONR Young Investigator Award, 2003-2006;

Recent publications: “On statistical measures and ancient writing systems.” *Language* 91, 4(2015): e198-e205; *Brain-Computer Interfacing: An Introduction*. Cambridge University Press, 2013; “Probabilistic Analysis of an Ancient Undeciphered Script” *IEEE Computer* vol. 43, 4 (2010): 76-80; “Statistical analysis of the Indus script using n-grams” *PLOS One* 5, 3 (2010).

Percent of time to program: 25% or less

Courses taught: Computational Neuroscience, Neural Engineering, Artificial Intelligence

Rathod, Pradipsinh

Position: Professor

Department: Chemistry, Adjunct Professor of Global Health

Year of appointment: 2001

Education: B.S. (Biology) Portland State University 1977; Ph.D. (Malaria Pharmacology, Functional Genomics) Oregon Health Sciences University 1982

Number of theses supervised in past 5 years: 6

Foreign language competence: Gujarati - 5, Hindi - 5, Swahili - 4

Major fields of interest & research: Malaria research in South Asia.

Overseas/field experience: India

Distinctions: 2010-2024 Director, NIH International Center of Excellence for Malaria Research in South Asia; 2016, Co-Chair Gordon Research Conference on Drug Resistance; 2009-2012 Grand Challenges Explorations Award, Bill & Melinda Gates Foundation; 2007-2009 Co-chair, Molecular Parasitology Meeting, Marine Biological Labs, Woods Hole, MA.

Recent publications: “Malaria-attributed death rates in India.” *Lancet*. 377, 9770 (2011): 991-992; “Demographic and clinical profiles of *Plasmodium falciparum* and *Plasmodium vivax* patients at a tertiary care center in southwestern India.” *Malaria journal*. 15, 1 (2016): 569; “*Anopheles subpictus* carry human malaria parasites in an urban area of Western India and may facilitate perennial malaria transmission.” *Malaria Journal*, (2016); “Severe adult malaria is associated with specific PfEMP1 adhesion types and high parasite biomass.” *Proc. Nat. Acad. Sci. (USA)*. 113, 23(2016): E3270-9

Percent of time to program: 25% or less

Courses taught: CHEM 110 Intro to Chemistry, CHEM 239 Organic Chemistry, CHEM 543 Chemical Biology.

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

PR/Award # P015A180007

Reddy, Chandan

Position: Associate Professor

Department: Gender, Women & Sexuality Studies

Year of appointment: 2001

Education: B.A. (Literature) University of California, San Diego 1994; M.A. (English & Comparative Literature) Columbia 1995; M.Phil. (English & Comparative Lit) Columbia 1998; Ph.D. (English & Comparative Literature) Columbia 2004

Number of theses supervised in past 5 years: 4 M.A., 24 Ph.D.

Foreign language competence: Spanish - 5, German - 2, Telugu - 2

Major fields of interest & research: Social & cultural theory, diaspora studies, South Asian American studies, non-western sexuality studies.

Overseas/field experience: India

Distinctions: Royalty Research Fellowship, UW; Alice Green Fredman Fellowship 2000-present.

Recent publications: Reddy, Chandan, Goldstein, Alyosha, Melamed, Jodi, and Jodi Byrd, ed. "Debt and Dispossession" *Social Text* (Spring 2018); Reddy, Chandan, et. al. "Twenty-Five Years After Sai-i-Gu: Multiracial Politics in Times of Crisis." *Kalfou* (Fall 2017): 252-278; "Race and the Critique of Marriage," *South Atlantic Quarterly*, (Winter 2016): 424-432; "Political Tears," *Southwestern Law Review* (Spring 2012).

Percent of time to program: 25% or less

Courses taught: History of Theory & Criticism, Asian Diaspora Studies, Postcolonial Literatures

Robinson, Cabeiri

Position: Associate Professor

Department: Henry M. Jackson School of International Studies

Year of appointment: 2004

Education: B.A. (Middle East & South Asian Languages & Cultures) Columbia 1993; Ph.D. (Socio-cultural Anthropology) Cornell 2005

Number of theses supervised in past 5 years: 9 M.A., 2 Ph.D.

Foreign language competence: Urdu - 5, Dutch - 4, Hindi - 4, Pahari - 3, Gojari - 2, Kashmiri - 1

Major fields of interest & research: Political Islam/comparative Muslim; political & legal anthropology, political violence/history, memory/narrative, humanitarianism/refugees.

Overseas/field experience: Pakistan, India, Uzbekistan

Distinctions: 2009-2010 External Faculty Fellow, Stanford Humanities Center; 2009-2010 Faculty Scholar, Simpson Center, UW (declined); 2008 Finalist, Carnegie Scholars Program

Recent publications: *Body of Victim, Body of Warrior: Refugee Families and the Making of Kashmiri Jihadists*. University of California Press. 2013; "Too Much Nationality: Kashmiri Refugees, the South Asian Refugee Regime, and a Refugee State, 1947-1974" *Journal of Refugee Studies* 25, 3(2012):344-365. "Partition, Its Refugees, and Post-Colonial State-Making in South Asia." *India Review* 9, 1(2010):68-86.

Percent of time to program: 50-100%

Courses taught: Political Islam & Islamic Fundamentalism, Anthropology of Religion & Political Violence, Religion Graduate Seminar, Political Islam & Contemporary Islamic Movements

Rose, Elaina

Position: Associate Professor

Department: Economics

Year of appointment: 1996

Education: B.A. (Economics) Temple University 1983; M.A. (Economics) University of Pennsylvania 1987; Ph.D. (Economics) University of Pennsylvania 1993

Number of theses supervised in past 5 years: 0

Foreign language competence: Spanish - 3

Major fields of interest & research: development economics, labor economics, applied microeconomics

Overseas/field experience: India, Great Britain

Distinctions: 2004-2005 Royalty Research Fund, University of Washington (\$24,554); 2002-2006 National Institute of Health/National Institute of Child Health and Human Development (\$531,695)

Recent publications: "Selection or Indoctrination: Why Do Economics Students Donate Less than the Rest?" *Journal of Economic Behavior and Organization* 98, 3(2011); "Child Gender and Father Involvement in Fragile Families." *Demography* (2007): 79- 82.

Percent of time to program: 25% or less

Courses taught: Applied Micro econometrics, Economics of Gender, Labor Economics, Microeconomics

Roy, Sumit

Position: Professor

Department: Electrical Engineering

Year of appointment: 1998

Education: B. Tech (Electrical Engineering) Indian Institute of Technology Kanpur 1983; M. S. (Electrical Engineering) UC Santa Barbara 1985; M.A. (Statistics) UC Santa Barbara 1988; Ph.D. (Electrical Engineering) UC Santa Barbara 1988

Number of theses supervised in past 5 years: 5

Foreign language competence: Bengali - 5, Hindi - 5

Major fields of interest & research: Theory, analysis and evaluation of next generation wireless and mobile communication systems/networks (PAN/LAN/MAN, sensor, underwater, vehicular and RFID), cyber-physical networks

Overseas/field experience: Singapore, New Zealand, Hong Kong, Finland, Korea, Thailand, India

Distinctions: Best paper 2017 WNS3 workshop; Fellow IEEE (Communications Society, 2007); E.T.S. Walton Fellow, Science Foundation of Ireland February-July 2008;

Recent publications: "Spectrum Sharing of Radar and Wi-Fi Networks: The Sensing/Throughput Tradeoff" *IEEE Trans. Cognitive Comm. & Networking*, 2016; "Impact of Traffic Load on OFDMA Femtocells Interference Mitigation," *IEEE J. Sel. Areas Common*, Special. Issue on Recent Advances in Heterogeneous Cellular Networks, (Oct. 2015): 2017-2026.

Percent of time to program: 25% or less

Courses taught: Computer Networks, Probability and Random Processes, Mobile Radio Networks

Salomon, Richard

Position: Professor

Department: Asian Languages & Literature

Year of appointment: 1981

Education: B.A. (Oriental Studies) Columbia 1970; Ph.D. (Oriental Studies) University of Pennsylvania 1975

Number of theses supervised in past 5 years: 3 M.A., 4 Ph.D.

Foreign language competence: Sanskrit, Pali, Gandhari - 5, Hindi - 4, Bangla - 3, Tibetan - 2, Chinese - 2, Hebrew - 4, German - 5, French - 4, Russian - 3, Latin - 4

Major fields of interest & research: Sanskrit language & literature, Buddhist studies, Gandharan studies, World history of writing

Overseas/field experience: India, 1970, 1975-76, 1980-81

Distinctions: William P. & Ruth Gerberding University Professor; President, American Oriental Society 2014-15; President, International Association of Buddhist Studies 2016-

Recent publications: Salomon, Richard et al. "Gandhāran Buddhist Reliquaries." in *Gandhāran Studies I*, Seattle: Early Buddhist Manuscripts Project, 2012; "Buddhist Literature of Ancient Gandhāra. An Anthology with Selected Translations." Forthcoming in *Classics of Indian Buddhism*, Boston: Wisdom Press, 2018.

Percent of time to program: 50-100%

Courses taught: Sanskrit (all levels), Pali, Gandhari, Asian 203 (Classical Indian literature), Asian 404 (Writing Systems), HSTAS 401 (History of Ancient India)

Sears, Laurie J.

Position: Professor

Department: History

Year of appointment: 1989

Education: B.A. Northwestern University 1968; M.A. (South Asian Studies) University of Arizona 1977; Ph.D. (Comparative World History: Southeast Asia, South Asia) University of Wisconsin 1986

Number of theses supervised in past 5 years: 6 M.A., 13 Ph.D.

Foreign language competence: Indonesian - 4, Javanese - 2, French - 2, Dutch - 3, Sanskrit - 2

Major fields of interest & research: Transpacific Studies and Area Studies, Dutch Indies Historical Archives, Oral Traditions and Oral Histories, Islam in Indonesia, Psychoanalysis and Colonialism, Ramayana and Mahabharata Stories in South and Southeast Asia

Overseas/field experience: Brunei, Philippines, Burma, Malaysia, Holland, Indonesia, Vietnam, Thailand, Laos, Singapore, India, Pakistan, Afghanistan, Iran, Nepal, Sri Lanka, Java, and Bali

Distinctions: Walker Endowed Professorship, 2014-2020; Lady Davis Senior Fellowship, Israeli Institute for Advanced Study, 2017-2018; Co-Editor of Critical Dialogues in Southeast Asian Studies Book Series with Vicente Rafael, UW Press, 2005-present

Recent publications: *Forthcoming*. "Critical Spirituality and a Critical Path: Ayu Utami and Indonesian History," in *From India to Java: Aesthetics, History, Postcolonial Theory*; "Passionate Attachments: Subjectivity and Diaspora in the Transpacific." In *Transpacific Studies: Interventions and Intersections*, Honolulu: University of Hawai'i Press, 2014.

Percent of time to program: 25% or less

Courses taught: Violence, Myth, and Memory; Diaspora, Storytelling, and Imperial Formation; Psychoanalysis, Trauma, and Colonialism; Oral Traditions, Indonesian Histories, Archives; Islam, Mysticism, Politics, and Performing Arts in Indonesia; Seminar in Southeast Asian Historiography; The Vietnam Wars

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

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Shams, Shahrzad Sherry

Position: Lecturer

Department: Persian/Near Eastern Languages and Civilization

Year of appointment: 2010

Education: B.A. (Linguistics) California State University Fullerton 1980; M.A. (Linguistics) California State University Fullerton 1985

Foreign language competence: Persian - 5

Language Pedagogy Training: ACTFL, Startalk, Western Consortium, NELC pedagogy courses

Major fields of interest & research: Persian language pedagogy, history and structure of the Persian language, ESL

Overseas/field experience: Iran

Distinctions: Member of advisory council of Associates in Cultural Exchange, 2017 Chair of Iranian Film Initiative Committee, Seattle International Film Festival

Percent of time to program: 50-100%

Courses taught: Elementary & intermediate Persian

Shapiro, Michael C.

Position: Professor & Divisional Dean of Humanities

Department: Asian Languages & Literature (Hindi)

Year of appointment: 1970

Education: B.A. (Comparative Language) Queens College (CUNY) 1967; M.A. (Linguistics) University of Chicago 1970; Ph.D. (Linguistics) University of Chicago 1974

Number of theses supervised in past 5 years: 1 M.A., 8 Ph.D.

Foreign language competence: Hindi - 5, Urdu - 4, Nepali - 1, Sanskrit - 2, Gujarati - 2, Punjabi - 3

Language Pedagogy Training: On Hindi/Urdu teaching materials (Philadelphia, 2003); Urdu curriculum (Seattle, 2004); Member, Executive Committee, South Asia National Language Center (2002-2005)

Major fields of interest & research: Hindi language/linguistics/literature; Indo-Aryan comparative and historical grammar; New Indo-Aryan philology

Overseas/field experience: India, Pakistan

Distinctions: Member of numerous university & college accreditation & review panels

Recent publications: "Linguistic and Philological Approaches to Sacred Sikh Literature." In *The Oxford Handbook of Sikh Studies*. ed. Pashaura Singh and Louis E. Fenech. Oxford: 2014; "Rhetorical Structure and Strategies in *Asa ki var*." In *Gurumala: Papers in Honour of Shyam Manohar Pandey*. ed. Stefania Cavaliere, Naples: 2008.

Percent of time to program: 25-50% (since serving as Divisional Dean)

Courses taught: Hindi language (all levels: Hindi 311-13, Hindi 321-23, Hindi 401-3, Hindi 451), Hindi literature (Hindi 421-23, 501, 503), Hindi linguistics (Hindi 404), Humanities 101, South Asian literature (Asian 203,206), General and historical linguistics (Asian 401, Linguistics 454), online introduction to the humanities (Humanities 201)

Sherpa, Pasang Y.

Position: Affiliated faculty

Department: Henry M. Jackson School of International Studies

Year of appointment: 2017

Education: B.A. (Social Science) Lewis-Clark State College 2007; Ph.D. (Anthropology) Washington State University 2012

Number of theses supervised in past 5 years: 1 M.A.

Foreign language competence: Nepali - 5, Hindi - 3, Sherpa - 3, Spanish - 1

Major fields of interest & research: Human dimension of climate change, Indigeneity, and Development in Nepal, the Himalayas, and South Asia

Overseas/field experience: Nepal (2006, 2008, 2010, 2011, 2012, 2015, 2016)

Distinctions: Senior Fellowship Award (Association of Nepal and Himalayan Studies 2014); First Place, Harriet B. Rigas Award, Association of Faculty Women, (WSU 2012);

Recent publications: “Indigenous and Local Knowledge of Mountain Glaciers: An Overview” *Regional Environmental Change* (Under review); “Governmental Climate Change Agencies and Policies in Nepal” Royal Anthropological Institute volume on *Anthropology, Weather and Climate Change*; “The Sherpa religion” for *Brill’s Encyclopedia of Religions of Indigenous People of South Asia*; “Community and resilience among Sherpas in the Post-Earthquake Everest Region” *Himalaya* (2017).

Percent of time to program: 50-100%

Courses taught: Destination Nepal: Ethnography of Encounter and Cultural Resilience, Sacred Himalayas: People, Livelihoods, and Climate Change, Sacred Boundaries: Faith, Ecology, and the Politics of the Himalayas

Snellinger, Amanda

Position: Affiliated faculty

Department: Henry M. Jackson School of International Studies

Year of appointment: 2013

Education: B.A. Bard College 1999; M.A. Cornell University 2004; M.A. (Anthropology) Cornell University 2006; Ph.D. (Anthropology) Cornell University 2010

Number of theses supervised in past 5 years: 0

Foreign language competence: Nepali - 4, Sanskrit - 3, Hindi - 1

Major fields of interest & research: Student activism, social movements, political identity, nationalism

Overseas/field experience: Nepal, India, Sri Lanka

Distinctions: Economic and Social Research Council, UK, multi-country research grant, University of Oxford 2012-16; Association of Nepal and Himalayan Studies Senior Fellowship, Council of American Overseas Research Centers 2011; Ford Foundation Diversity Dissertation Fellowship, The National Academies, Honorable Mention 2009

Recent publications: *Making New Nepal From Student Activism to Mainstream Politics*. University of Washington Press, 2018; “Let’s See What Happens”: Hope, Contingency, and Speculation in Nepali Student Activism. *Critical Asian Studies*, 2016

Percent of time to program: 25% or less

Courses taught: Interdisciplinary Study of South Asia II

Spencer, Benjamin R.

Position: Associate Professor

Department: Landscape Architecture

Year of appointment: 2008

Education: B.A. (Political and Social Thought) University of Virginia 1997; M.Arch. University of Virginia 2004; Master of Landscape Architecture University of Virginia 2004

Number of theses supervised in past 5 years: 9

Foreign language competence: Nepali - 1, Spanish - 4, Portuguese - 3, Khmer - 2

Major fields of interest & research: Urban Slums, Empowering Design, Sustainable Materials, Digital Media

Overseas/field experience: Peru, Nepal, East Timor, Cambodia

Distinctions: 2015-17 Robert Rauschenberg Foundation Climate Change Solutions Fund \$100,000, Best of 2014/Catalyst Program Selection, Buckminster Fuller Challenge, 2014 Public Interest Design Global Project Winner, Social Economic and Environmental Design (SEED) Award, 2nd Place, ACSE Sustainable Development Award, 2014 CELA Award of Excellence in Service Learning, Junior Level

Recent publications: Hou, Jeffrey, Ben Spencer, Thaisa Way and Ken Yocom, Eds. *Now Urbanism: The Future City is Here*. Routledge, UK, 2015; Feld, Shara, Ben Spencer and Susan Bolton. "Improved Fog Collection Using Turf Reinforcement Mats." *Journal of Sustainable Water in the Built Environment*. In Press; Spencer, Ben, Susan Bolton and Jorge Alarcon. "The Informal Urban Communities Initiative, Community-driven design in the Slums of Lima, Peru." *International Journal of Service Learning in Engineering*, 9, 1 (2014): 92-107.

Percent of time to program: 25% or less

Courses taught: Digital Orientation, Digital Media I & II, Materials, Making, Landscape Architecture

Srinivasan, Vivek

Position: Research Scientist

Department: Tech Policy Lab

Year of appointment: 2018

Education: M.A. (Economics) Delhi School of Economics 2000; Ph.D. (Social Sciences) Maxwell School of Syracuse University 2010

Number of theses supervised in past 5 years: 0

Foreign language competence: Tamil - 5, Hindi - 5, French - 1, Portuguese - 1

Major fields of interest & research: International development, food security, technology and development, technology and public policy

Overseas/field experience: India

Distinctions: Coordinator, Right to Food Campaign, India (2002-05),

Recent publications: *Delivering Public Services Effectively: Tamil Nadu & Beyond*. New Delhi, NY, UK: Oxford University Press, 2014; "Is There Such a Thing as a 'Direct' Cash Transfer?" Center on Democracy, Development and the Rule of Law Working Paper. Stanford, Calif., 2014; "School Feeding as a Global Obligation." In *Global Obligation for the Right to Food*, New York: Rowman & Littlefield. 2008.

Percent of time to program: 25% or less

Courses taught: Politics of South Asia, Internet, public action & development, Tech for Accountability Lab

Taranath, Anupama

Position: Senior Lecturer, Program Director of Weaving Stories study abroad program in South India

Department: English and Comparative History of Ideas

Year of appointment: 2001

Education: B.A. (Women's Studies and Psychology) University of California, Riverside 1993; M.A. and C.Phil. (Literatures in English) University of California, Riverside 1997; Ph.D. (Literature) University of California, San Diego 2000

Number of theses supervised in past 5 years: 0

Foreign language competence: Kannada - 5, Hindi - 2

Major fields of interest & research: Contemporary world and multi-ethnic literatures; colonial and postcolonial literatures and theory; transnational feminist and cultural studies, study abroad and global travel, pedagogy and curriculum transformation

Overseas/field experience: India, Brazil, Morocco, China, Austria, Colombia

Distinctions: US Fulbright Specialist Program, 2014-2019; University of Washington Diversity Fellow, 2014; UW Technology Teaching Fellow, 2014; VONA Voices of our Nation Arts Fellowship Residency, UC Berkeley, 2014; Diversity Abroad Future Leaders National Summit Selection, Council on International Educational Exchange (CIEE) & Diversity Abroad, 2013; University of Washington Distinguished Teaching Award, 2010.

Recent publications: "Let's WOW It Out: Simple Drawings to Explore Big Ideas." *AT Consulting*. 2016; "QSAR: Queer Study Abroad Resource." 2016; Taranath and the Letterwallahs. "TIPS to Study Abroad: Simple Letters for Complex Engagement." Seattle, WA: Flying Chickadee Press, 2014; "The Documentation of Desire: Photographic Practice in Colonial India," in collection entitled *Their Secret Lives: Victorian Constructions of Sexuality*.

Percent of time to program: 25-50%

Courses taught: ENGL 368, ENGL 316, Engl 339, Engl 367, Engl 440

Tokuno, Kyoko

Position: Senior Lecturer

Department: Henry M. Jackson School of International Studies

Year of appointment: 2002

Education: B.A. (Linguistics) University of California Berkeley 1979; M.A. (Chinese Language & Literature) University of California Berkeley 1983; Ph.D. (Buddhist Studies) University of California Berkeley 1994

Number of theses supervised in past 5 years: 7 M.A., 7 Ph.D.

Foreign language competence: Japanese - 5, Chinese - 4, French - 3, Sanskrit - 3, Pali - 3

Major fields of interest & research: Chinese & Japanese religions, pre-modern Buddhist scriptures

Overseas/field experience: UK, Paris, China, Japan, India, Cambodia, Korea, Vietnam, Indonesia

Percent of time to program: 25-50%

Courses taught: World Religions, Religion in China, Religion in Japan, Perspectives in Comparative Religion, Topics in Buddhist Studies; Topics in East Asian Religion.

Van Dyke, Virginia

Position: Affiliate Instructor; Co-Director and Instructor, Study Abroad Program: Explore India's Himalaya—Culture, Politics, Environment

Department: Henry M. Jackson School of International Studies

Year of appointment: 1999

Education: B.A. (International Studies) University of Washington 1987; M.A. (Political Science) University of Washington 1991; Ph.D. (Political Science) University of Washington 1999

Foreign language competence: Hindi - 3, Urdu - 1, Punjabi - 1

Major fields of interest & research: South Asian Politics, religious nationalism and political mobilization, political parties, comparative coalition government, ethnic conflict

Overseas/field experience: India-1994-95, 1996, 1997, 1998, 2004, 2005-06, 2010-12, 2013, 2014, 2015, 2016

Distinctions: American Institute of Indian Studies Senior Research Fellowship, 2005-2006

Recent publications: "The Khalistan Movement in Punjab, India, and the Post-Militancy Era: Structural Change and New Political Compulsions," in *Ethnic Subnationalist Insurgencies in South Asia*, ed. Jugdep Chima, Routledge, 2015; "State Level Politics, Coalitions, and Rapid System Change," In *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*, ed. Paul R. Brass Routledge, 2010.

Percent of time to program: 50-100%

Courses taught: Political Economy of India, Contemporary India and Pakistan, Government and Politics of India and South Asia, Hinduism, International Relations of South Asia, Collective Violence and the State; India's Evolving Political Party System: Hindu Nationalism, Ethnic Parties, and Coalitions; Religious Politics in South Asia; Gender, Identity and Nationalism in South Asia (graduate seminar)

Varghese, Manka

Position: Associate Professor

Department: Education

Year of appointment: 2004

Education: B.A. (English Literature) Bristol University 1990; M.Sc. Ed in TESOL University of Pennsylvania 1994; Ph.D. (Educational Linguistics) University of Pennsylvania 2000

Number of theses supervised in past 5 years: 15 M.A., 10 Ph.D.

Foreign language competence: Malayalam – 2, Italian – 5, French – 2, Spanish - 2

Major fields of interest & research: Minority teacher education, higher education for linguistic minorities, immigration and schooling in Italy

Overseas/field experience: Italy

Distinctions: Principal Investigator. Project PIMSELA: Partnering to Investigate Math and Science English Learners' Access and Achievement. Institute of Education Sciences, U.S. Dept. of Education. \$400,000; 2014 Outstanding Faculty Award, Office of Minority Recruitment and Retention, College of Education, University of Washington; 2014, 2013, 2007, 2006

Recent publications: Huang, I. & Varghese, M. (in press). "Towards a composite, personalized and institutionalized teacher identity for non-native speaker teachers in U.S. secondary ESL programs." *Critical Inquiry in Language Studies*.

Percent of time to program: 25% or less

Courses taught: Multicultural Education for Elementary Teacher Education Students, ESL methods, Sociolinguistics, Teaching the Bilingual-Bicultural Student, Doctoral seminar in Cultural and Linguistic Diversity, Second language teacher education and identity

Williams, Nathalie

Position: Associate Professor

Department: Henry M. Jackson School of International Studies and Sociology

Year of appointment: 2012

Education: B.Sc. (Mathematics) University of Puget Sound 1998; Ph.D. (Sociology), University of Michigan 2009

Number of theses supervised in past 5 years: 7

Foreign language competence: Japanese - 2, Cambodian - 3, Tibetan - 1

Major fields of interest & research: Social Demography, Migration, Armed Conflict, Natural Disasters and Climate Change, Mental Health, Research Design and Survey Data Collection.

Overseas/field experience: Nepal, India, Thailand, Cambodia

Distinctions: Distinguished Dissertation Award, University of Michigan, (2009); Postdoctoral Award for Research Excellence, University of North Carolina at Chapel Hill (2011);

Recent publications: Williams, Nathalie E, et al. "Conflict and Ethnic Identity: Pakhtunwali and Purdah in Conflict ridden Swat, Pakistan." Accepted for publication in *Pakistan Journal of Criminology*;

Williams, Nathalie E., et al. "Fear of Violence during Armed Conflict: Social Roles and Responsibilities as Determinants of Fear." *Social Science Research*, in press; Williams, Nathalie E. et al. "Strategies for Origin-Based Surveying of International Migrants." *Journal of Ethnic and Migration Studies*, 2017

Percent of time to program: 25% or less

Courses taught: Introduction to Statistics; Introduction to Quantitative Research Methods, Research Design in the Social Sciences, Logic of Social Inquiry.

Winn, Jane K.

Position: Professor

Department: Law

Year of appointment: 2002

Education: B.Sc. (Econ) Queen Mary College, University of London 1980; Juris doctor cum laude Harvard Law School 1987

Number of theses supervised in past 5 years: 2

Foreign language competence: Mandarin - 3, French - 3

Major fields of interest & research: Asian Law, Cyber Law, E-Commerce

Overseas/field experience: India, China, Taiwan, France, Thailand, Australia

Distinctions: 2008 Phil Trautman Teacher of the Year Award, Editorial Board Member, *Journal of Malaysian Comparative Law* 2015-; Editorial Board Member, *NLU-Odisha Journal of Banking and Insurance Laws* 2015

Recent publications: "Mobile Payments and Financial Inclusion: Kenya, Brazil and India as Case Studies," in *Research Handbook on Electronic Commerce Law*, ed. John A. Rothchild, 2016;

"Governance of Global Mobile Money Networks: The Role of Technical Standards," in *Mobile Money in Developing Countries: Financial Inclusion and Financial Integrity Conference*, Washington Journal of Law, Technology and Arts 197 (2013).

Percent of time to program: 25% or less

Courses taught: International Electronic Commerce Law, International Commercial Law, Regulation of Financial Technology

Yang, Anand A.

Position: Professor

Department: History and Henry M. Jackson School of International Studies

Year of appointment: 2002

Education: B.A. (History) Swarthmore College 1970; Ph.D. (History) University of Virginia 1976

Number of theses supervised in past 5 years: 3 M.A., 3 Ph.D.

Foreign language competence: Hindi - 5, Urdu - 5, Chinese - 3, Spanish - 2, French - 2

Major fields of interest & research: Migration, peasants, imperialism & colonialism, comparative & world history, human security, South Asia, Southeast Asia, East Asia, comparative Asia

Overseas/field experience: India, 1974-75, 1984-85, 1994-95, brief visits, 2012, 2013

Distinctions: President of the Association for Asian Studies (2006); President, World History Association (2008-10), Board of Directors of the American Council of Learned Societies (2006-10); Executive Committee of the Association of Professional Schools of International Affairs and Advisory Board Member of the Council for International Exchange of Scholars (2006-present);

Recent publications: *13 Months in China A Subaltern Indian and the Colonial World*. Oxford University Press, 2017; *Mobilizing Convict Bodies: Indian Convict Workers in Southeast Asia in the Early Nineteenth Century*, in *The Hidden History of Crime, Corruption, and States*, ed. Renate Bridenthal. New York: Berghahn Books, 2013; "Asian Studies Past, Present, and Future," *Asia Policy* 9 (2010): 21-25; "Bandits and Kings: Moral Authority and Resistance in Early Colonial India," *The Journal of Asian Studies* 66, 4 (2010): 881-96.

Percent of time to program: 50-100%

Courses taught: SIS 200 States and Capitalism, SIS 495 Task Force on Migration, SIS 495 Task Force on US Policy Towards Afghanistan, JSIS A 508 Seminar on South Asia, HSTAS 403 Nineteenth Century India HSTAS 404 Twentieth-Century South Asia

Zafer, Hamza A.

Position: Assistant Professor

Department: Near Eastern Languages & Civilization

Year of appointment: 2013

Education: B.A. Binghamton University SUNY 2008; M.A. Cornell University 2011; Ph.D. Cornell University 2014

Number of theses supervised in past 5 years: 3

Foreign language competence: Classical Arabic – 5, Aramaic and Syriac – 5, Biblical and Mishnaic Hebrew – 5, Ethiopic (Ge'ez) – 5, Persian – 5, Koine Greek - 5, Judeo-Arabic and Judeo-Persian – 4, French - 4, Persian - 5, Urdu-Hindi & Punjabi – 4, Sanskrit - 3, German - 3, Coptic & Sindhi - 3

Major fields of interest & research: Quranic politics; Islam and Judaism; philology

Overseas/field experience: Tunisia, Jordan and Pakistan

Distinctions: 2012-2013 Mellon-Sawyer Quran Seminar Doctoral Fellow, University of Notre Dame;

Recent publications: *Quranic Politics: A Pre-History of the Islamic Empire* (Manuscript submitted for review to University of Pennsylvania Press' Divinations Series in Late Ancient Religion) 2018; Zafer, Hamza and Sarah J. Pearce. *Translating Arabic into Hebrew in 12th century Toledo: Studies in Near Eastern Languages and Cultures*. Leiden: Brill, 2018.

Percent of time to program: 50-100%

Courses taught: The Quran & its Interpreters, Islamic Civilization, Jewish-Muslim Encounters, The Prophets, The Classical Arabic Literary Cannon, Muslim Scripture & Scripturalism, Theodicy: The Problem of Evil

Language Competency Modified ILR/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior,
4-Distinguished, 5-Native

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Staff / Non-teaching Personnel

Banerjee, Deepa

Position: South Asian Studies Librarian (1 FTE)

Department: Library

Year of appointment: 2006

Education: M.A. Agra University 1981; MLIS Charles Stuart University, NSW Australia 2003; Ph.D. (American Literature) Agra University 1986

Foreign language competence: Hindi - 5, Bengali - 5

Major fields of interest & research: American Literature, South Asia, Hindustani Classical Music

Overseas/field experience: Australia, Canada, India

Percent of time to program: 50-100%

Work Experience:

Librarian, Rockdale City Library, Sydney, Australia, 1995-1997

Librarian, Burnaby Public Library, Burnaby, Canada, 1998-2001

Reference Librarian, Vancouver Public Library, Canada, 1998-2001

Substitute Librarian, New Westminster Library, Canada, 2000-01

South Asian Studies Librarian University of Washington, Seattle, 2006 – present

Charlton, John

Position: Director of Career Development & Alumni Relations (1 FTE)

Year of appointment: 2013

Education: B.A. (Business Administration) University of Durham 2003; M.A. (International Relations and Affairs) University of Washington 2011

Contributions to strength of program: manage all operations of the JSIS Career Services Office, serving over 600 undergraduate and graduate students; career advising; programming on internationally-focused career exploration and professional development; assist with administration for JSIS PhD program

Work Experience: 1 year of experience as Educational Programs Manager at Consulate General of Japan, San Francisco; 1 year of experience as Manager of Community Programs at Foundation for International Understanding Through Students; 1 year as Resource Coordinator at UW Graduate and Professional Student Senate; 3 years of experience of Manager of Education Programs at Hyogo Business and Cultural Center; 3 years as International Relations Coordinator at City of Iga, Jet Programme

Craig, Donald

Position: Database Manager (.5 FTE)

Year of appointment: 2010

Education: D.M.A. (Doctor of Musical Arts) University of Washington 2009

Contributions to strength of program: manage data for the yearly federal reporting; build and maintain the online FLAS application; develop and build surveys; develop and manage database schema to manage faculty, courses, events, alumni, students, jobs, and media information; manage content and support processes for databases; provide consultative support to the associate directors of the National Resource Centers and Student Services on information system best practices and identify redundancies; provides Canadian Studies Center with all course lists, enrollments, placements

Work Experience: 8 years of experience at the UW, 5 years' experience with software development in audio and video software at Doosan Gallery, Seoul, South Korea

Davis, Robyn

Position: Director of Fellowships (1 FTE)

Year of appointment: 2011

Education: B.A. University of Washington 2001; M.A. Georgetown University 2006

Contributions to strength of program: promote and manage fellowship applications for undergraduate and graduate students, including FLAS; works directly with Canadian Studies to facilitate increased least-commonly taught language study in Canadian First Nations and Inuktitut language studies

Work Experience: 7 years as fellowship director and coordinator; 1.5 years of managing cultural program of The Jerusalem Fund; 1.5 years as Resident Director of Arabic Flagship Program Alexandria; 3 years as banker for US Bank

Halliday, Scott

Position: Nepal Studies Initiative Program Coordinator (.5 FTE)

Year of appointment: 2014

Education: M.S. Boston University 2014

Contributions to strength of program: Program administration

Work Experience: 7 years of academic programming experience in Nepal, intern in Community Medicine and Public Health in the Department of Community Programs at Dhulikhel Hospital-Kathmandu University Hospital, Managing Editor of HIMALAYA, Senior Implementation Research Manager for Possible

Haslam, Mark

Position: Director of Computing Services (1 FTE)

Year of appointment: 2007

Education: B.A. University of Washington 1997

Contributions to strength of program: provides a full range of computing services and expertise, including file servers, web servers and web development, application support, desktop support, and technology consulting; assists with web design and development, and archive

Work Experience: Over 20 years of experience supporting academic computing

Iltis, Linda

Position: Lead Advisor, Assistant Director of Academic Services

Year of appointment: 1987

Education: M.A. University of Wisconsin-Madison 1979; Ph.D. University of Wisconsin-Madison 1985

Contributions to strength of program: provides lead academic advising for JSIS Student Services Office, for all JSIS undergraduate programs, with primary responsibility for majors including International Studies; extensive in-person and online advising; Extensive Pre-Graduate School, internship, and foreign study advising; coordinate curriculum development and advising with program faculty; oversee competitive undergraduate admissions process, and serve on scholarship committees; maintain internal database for tracking undergraduate majors

Work Experience: over 21 years academic advising; 23 years teaching experience; 23 years of service on graduate admissions and scholarship committees; 10 years of foreign study program development and implementation; 6 years of service learning project leadership

Latsch, Wolfram

Position: Director, Academic Services (1 FTE)

Year of appointment: 2013

Education: B.A. University of Sussex at Brighton 1990; M.Sc. University of Oxford 1991; ASC Institute of World Economics 1992; D.Phil. University of Oxford 2000

Contributions to strength of program: direct functions at Academic Services including: advising, admissions, outreach, curriculum, and career services; national recruitment for nine graduate programs

Work Experience: over 4 years of directorship of Academic Services, lecturer in International Studies, UW 2003-present; Visiting Assistant Professor of Economics, Northwestern University, 2001-2003; Senior Course Developer (Economics), Cognitive Arts Corp./ Columbia University, Evanston, IL, 2000-2001; Lecturer in Economics, Trinity College, University of Oxford, 1997-2000; Isaiah Berlin Junior Research Fellow, Wolfson College, University of Oxford, 1997-2001

Marts, Joan

Position: Undergraduate Student Advisor (.5 FTE)

Year of appointment: 2009

Education: B.A. University of Washington 2008

Contributions to strength of program: academic advising; extensive work with student database systems to present up-to-date information for students; information liaison between students, faculty, campus-wide departments, and the public-at-large; assist with in planned campus events; attend information sessions and meetings with Advisors, Social Sciences Learning Link, and the Association of Professional Advisers and Counselors; academic advisor for the new interdisciplinary minor in Arctic Studies

Work Experience: over 20 years at UW with 15 years in student advising; 20+ years in event Coordination

Moran, Peter

Position: Director, International Programs and Exchanges, Office of Global Affairs (1 FTE)

Year of appointment: 2009

Education: B.A. (Anthropology/Religion), Tufts University, 1986

M.A. (Anthropology), University of Washington, 1990

Ph.D. (Anthropology), University of Washington, 1999

Foreign language competence: Nepali=5, Classical and modern Tibetan=3

Major fields of interest & research: Buddhism, Nepal, Tibetan communities, anthropology of tourism, international education

Overseas/field experience: Nepal, Tibet, India

Recent Publications: “Review of The Violence of Liberation: Gender and Tibetan Buddhist Revival in Post-Mao China” *American Ethnologist* Vol. 36, no. 2 (2009); “Review of The Tibetans.” *Himalaya* Vol. 27, no. 1 (2007); *Buddhism Observed: Travelers, Exiles and Tibetan Dharma in Kathmandu*. London: Routledge Press, 2004

Contributions to strength of program: Significant overseas experience in South Asia, knowledge of exchanges/study abroad in South Asia

Work Experience: 2005-09 Director, Nepal Fulbright Commission, Kathmandu, Nepal

2004-05 Academic Director, School for International Training, Kathmandu, Nepal

2001-03 Director, International Honor’s Program, “Challenges of a Global Culture,” Boston University

1999-2003 Director of Trinity-in-Nepal, Trinity College, Hartford, CT

Oppenheimer, Dvorah

Position: Financial Administrator (1 FTE)

Year of appointment: 1999

Education: B.A., UW, 1983; Accounting Degree, Alameda College, 1985

Contributions to strength of program: help manage financial aspect of grant and all budgets within JSIS; communication with Office of Sponsored Programs; supervise business office

Work Experience: over 35 years of experience in fiscal administrative management

Ostroff, Samuel M.

Position: Associate Director, South Asia Center (1 FTE)

Department: South Asia Center and Henry M. Jackson School of International Studies

Year of appointment: 2018

Education: B.A. (History), Bucknell University, 2005; M.A. (Middle Eastern, South Asian, and African Studies), Columbia University, 2009; Ph.D. (History and South Asia Studies), University of Pennsylvania, 2016

Number of theses supervised in past 5 years: 0

Foreign language competence: Tamil - 4, Dutch - 4, Telugu - 2, German - 1

Major fields of interest & research: Social and Economic History of Early Modern South Asia (1500-1800), Indian Ocean History, Business History, Global Environmental History, Animal Studies

Overseas/field experience: India (2004, 2008, 2010, 2012-14); Netherlands (2012, 2014-15); United Kingdom (2014).

Distinctions: Delegate, American Institute of Indian Studies; Delegate, American Institute of Pakistan Studies; Delegate, American Institute of Bangladesh Studies; Fulbright-Hays Dissertation Research Abroad Fellowship, US Dept. of Education, 2013-2014; Bernadotte E. Schmitt Grant, American Historical Association, 2013-2014; Advanced Language Fellowship, American Institute of Indian Studies, 2012-2013; Foreign Language and Area Studies Fellowship, University of Pennsylvania, 2009-2011; Foreign Language and Area Studies Fellowship, Columbia University, 2008-2009.

Recent publications: “Consider the Oyster: Pearlming Empires and Marine Environments in India and Sri Lanka, c. 1770-1840,” In *The Trade in Animals and Animal Products in the Indian Ocean before 1900*, edited by Martha Chaiklin and Philip Gooding. London: Palgrave MacMillan, forthcoming; “An Uncertain Venture: Pearlming Labor and Imperial Political Economy in South India and Sri Lanka, c. 1790-1840,” in *Pearls, People, and Power: Global Commodity History and Material Culture in the Transformation of the Indian Ocean World*, eds. Pedro Machado and Steven Mullins. Athens: Ohio University Press, forthcoming; “Between Promise and Peril: Credit and Debt at the Pearl Fisheries of South India and Sri Lanka, c. 1800,” In *The Cultural History of Credit and Money: A Global Perspective*, eds. Thomas Luckett, Erica Vause, Chia Yin. Lanham: Lexington Books, 2015.

Percent of time to program: 50-100%

Courses taught: N/A

Phippen, Ed

Principal, Phippen Consulting LLC

Education: MPA, University of Washington, 1999

BA, University of California, Davis, 1992

Experience: Program Director/Policy Director, Washington State Hospital Association; Planner, Seattle-King County Workforce Development Council; Specialization: Design, direct, collaborate on, and write reports on research studies focused on workforce development

Recent/current relevant work:

Labor-market study, Seattle University’s College of Education; Feasibility study, Seattle College District; External evaluation of professional-technical programs, Shoreline College; Apprenticeship Return-on-investment study, Aerospace Joint Apprenticeship Committee

Read, Toni

Position: Business Office Manager (1 FTE)

Year of appointment: 2001

Education: B.A., English, UW, 1999

Contributions to strength of program: conduct all aspects of faculty and staff searches and hiring; ensure proper staffing needs are met in all programs and at sponsored events; represent JSIS by assisting with University-sponsored events; determine space allocation for all programs and office assignments for faculty and staff; process visa applications for international Visiting Scholars to JSIS programs; assist Director and programs with broadening visibility of JSIS across campus and the wider community

Work Experience: over 35 years of experience in office management, executive support, and human resources administration

Werake, Sujatha

Position: Library Specialist (.5 FTE)

Year of appointment: 2000

Education: B.A. (Sinhalese Language, Economics, Geography) University of Ceylon, Sri Lanka, 1970

Post-Graduate Diploma in Education, University of Peradeniya, Peradeniya, Sri Lanka, 1981-82

Diploma in Library Science conducted by Sri Lanka Library Association, 1985

Washington State Teaching certificate

Certificate in Writing for Children, University of Washington,

Professional and Continuing Education, Certificate Programs, 2005-2006

Contributions to strength of program: Library cataloging including foreign language texts

Work Experience: Library Assistant, University of Washington Suzzallo Library, South Asia Acquisitions, 1973

Library Assistant, University of Washington Suzzallo Library, Cataloging Section, 1979-80

Environmental Protection Agency Main Library in Washington, D.C., 1988

Mahamaya Girls College, Kandy, Sri Lanka, Library Supervisor

British Council Library in Kandy, Sri Lanka, 1990

Eton School, Bellevue, Teacher, Librarian, 1993-2000

Library Specialist, South Asia, Monographic Cataloging, Suzzallo Library, 2000-present

University of Washington
National Resource Centers & FLAS Fellowships Programs
South Asia: FY 2018-2021

Position Descriptions

This statement serves to justify administrative costs assigned to the attached grant proposal to the US Department of Education in the National Resource Centers Program (CDFA 84.015A) and Foreign Language and Area Studies Fellowship Program (CFDA 84.015B). The administrative and language instruction costs as defined in this proposal are necessary to ensure the delivery of high-quality results and to maximize our impact. Compensation for administrators and language instructors is reasonable, as grant-funded salaries are comparable to non-grant-funded salaries. The administrative and language instruction costs in this proposal are explicitly listed as line items in Section 1: Salaries in **Appendix A: Project Budget Summary Detail**. The personnel holding these positions will be hired accordingly during the grant period. Their contributions to the project are described, as follows:

Nepali Instructor (TBD): Serve as lead instructor for the Nepali language summer course that serves the language learning needs of students and faculty in professional fields. Develop performance-based instructional materials in target language in collaboration with University of Washington's Language Learning Center and Department of Asian Languages and Literature. Support Level: 100% (Monthly Salary: \$6476)

Student Outreach Assistant (TBD): Conduct programming and outreach related to this grant, establish and maintain partnerships, work with university and community partners to facilitate events, design and execute digital outreach strategy, raise awareness of NRC resources to community and students. Support Level: 100% (Hourly Rate: \$20)

University of Washington
National Resource Centers & FLAS Fellowships Programs
South Asia: FY 2018-2021
APPENDIX C: COURSE LIST

AREA STUDIES COURSES	
ANTHROPOLOGY	C1
ART HISTORY	C1
ASIAN LANGUAGES AND LITERATURE	C1
BOTHELL CAMPUS COURSES	C2
BUSINESS	C2
COLLEGE OF BUILT ENVIRONMENTS	C2
COMPARATIVE CINEMA AND MEDIA STUDIES	C3
COMPARATIVE HISTORY OF IDEAS	C3
COMPARATIVE LITERATURE	C3
COMPARATIVE RELIGION	C3
EDUCATION	C3
ENGLISH	C4
GENDER, WOMEN, AND SEXUALITY STUDIES	C4
GEOGRAPHY	C4
HISTORY	C4
HUMANITIES	C4
INTERNATIONAL STUDIES	C4
LAW	C6
LAW, SOCIETIES, & JUSTICE	C6
MUSIC	C6
NEAR EASTERN LANGUAGES AND CIVILIZATION	C6
POLITICAL SCIENCE	C6
SOCIOLOGY	C6
TACOMA CAMPUS COURSES	C6
LANGUAGE COURSES	
BENGALI	C7
HINDI	C7
INDIAN	C7
PERSIAN	C8
SANSKRIT	C8
URDU	C9

Listings in red indicate courses to be supported by USED funding

AREA STUDIES COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG G		2017-18 Offered	2018-19 to Offer	Percent of SA Content
ANTHROPOLOGY									
ANTH 204	Reading Ethnography	Govindrajan	A	5	38	11			25%
ANTH 269	Introduction to the Silk Road	Mawkanuli	ASu	5,5	22	0	✓	✓	25%
ANTH 316	Modern South Asia	Govindrajan	Sp	5			✓		100%
ANTH 323	Human Rights Law	Osanloo	SpSu	5,5	23	1	✓	✓	25%
ANTH 345	Women and Intl. Economic Development	Ramamurthy	AW	5,5	20	0	✓	✓	50%
ANTH 352	Buddhism and Society	Grant	A	5				✓	50%
ANTH 412	South Asia Social Structure	Amrute	A	5	12	1		✓	100%
ANTH 442	Global Asia	Welland	W	5			✓		25%
ANTH 456	Contemporary Ethnography	Govindrajan	A	5	13	5			25%
ANTH 469	Social Meaning of Digital Technology	Amrute	Sp	5	31	0	✓		33%
ANTH 469	Destination Nepal: Ethnography & Resilience	Sherpa	W	5			✓		100%
ANTH 526	Political Islam	Robinson	A	5				✓	25%
ART HISTORY									
ART H 214	Art of India	Khullar	A	5			✓		100%
ART H 312	India: Art and Empire	Khullar	W	5			✓		100%
ART H 414	Spec. Topics: Curating India	Khullar	W	5			✓		100%
ART H 414	Spec. Topics: Indian Painting 1500-Present	Khullar	A	5				✓	100%
ART H 521	Spec. Topics: Curating India	Khullar	W	5			✓		100%
ART H 521	Spec. Topics: Indian Painting 1500-Present	Khullar	A	5				✓	100%
ASIAN LANGUAGES AND LITERATURE									
ASIAN 203	Lit./Culture of Ancient/Classical India	Castro	A	5	13	0	✓	✓	100%
ASIAN 206	Literature and Culture of South Asia	Dubrow	W	5	35	0	✓	✓	100%
ASIAN 207	Special Topics: The Romance in India	Dubrow	A	5	15	0			100%
ASIAN 207	Spec. Topic: Faeries, Genies, Monster	Dubrow	Sp	5			✓		100%
ASIAN 223	Buddhist Literature	Cox	WSp	5,5	57	0	✓	✓	100%
ASIAN 225	Indian Philosophical Literature	Pahlajrai	WSp	5,5	8	1	✓	✓	100%

Listings in red indicate courses to be supported by USED funding

AREA STUDIES COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG G		2017-18 Offered	2018-19 to Offer	Percent of SA Content
ASIAN 401	Introduction to Asian Linguistics	Handel	W	5	34	1			25%
ASIAN 404	Writing Systems	Salomon	Sp	5			✓		25%
ASIAN 494	Ramayana in Comparative Perspective	Pauwels	Sp	5	7	3			100%
ASIAN 498	Books Behind Bollywood	Pauwels	A	5			✓		100%
ASIAN 498	Print Culture in Asia	Dubrow	A	5			✓		50%
ASIAN 585	Seminar in Buddhism	Salomon	WSp	5,5	4	2	✓	✓	75%
BOTHELL CAMPUS COURSES									
B BUS 480	Global Environment of Business	Chatterjee	AWSpSu	5,5,5,5	219	3	✓	✓	25%
B CORE 104	Politics and Practice of Yoga	Pedersen	A	5			✓	✓	50%
BIS 300	Interdisc. Inquiry: Pakistan	Kurian	A	5			✓		100%
BIS 300	Interdisc. Inquiry: India	Kurian	A	5				✓	100%
BIS 339	Politics of Bollywood Cinema	Kurian	AW	5,5	31	0	✓	✓	100%
BIS 339	Asian Visual Culture	Trumbull	A	5			✓	✓	25%
BIS 339	Gender, Human Rights, & Global Cinema	Kurian	Sp	5			✓		75%
BIS 466	Human Rights and Resistance	Kurian	Sp	5			✓		50%
BIS 480	Gender, Culture, & Human Rights in India	Kurian	WSp	5,5	12	0	✓		100%
BISCLA 380	Arts in Context: Postcolonial Literature	Kurian	AW	5,5	73	0	✓		50%
BISCLA 380	Contemporary Muslim Artists	Ali	A	5				✓	25%
BUSINESS									
I BUS 440	Business in Asia	Giambattista	Sp	4	14	0	✓	✓	25%
I BUS 579	Applied Global Consulting: India	Seslen	W	2	0	13			100%
COLLEGE OF BUILT ENVIRONMENTS									
ARCH 251	World Architecture Non-Western Cultures	Prakash	ASp	5,5	246	0	✓		25%
ARCH 498	Colonial Arch. of North Africa & India	Coslett	Sp	5			✓		50%
ARCH 598	Colonial Arch. of North Africa & India	Coslett	Sp	5			✓		50%
B E 210	Global Built Environments	Prakash	W	5			✓	✓	25%
B E 211	Global History Built Environments II	Prakash	Sp	5			✓	✓	25%
URBDP 498 A	Asian Cities: Today and Tomorrow	Rishi	W	3	4	3			25%

Listings in red indicate courses to be supported by USED funding

AREA STUDIES COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG G		2017-18 Offered	2018-19 to Offer	Percent of SA Content
COMPARATIVE CINEMA AND MEDIA STUDIES									
CMS 320	Bollywood, Hollywood, and Beyond	Mahadevan	WSp	5,5	61	1	✓		100%
CMS 597	Film and the Photographic Imaginary	Mahadevan	WSp	5	2	8	✓		25%
CMS 597	Intra-Asian and Global Cinema	Braester	A	5			✓		25%
COMPARATIVE HISTORY OF IDEAS									
CHID 390	Race, Gender, and Sexuality	Reddy	W	5			✓		25%
CHID 480	Race, Colonialism, and Diaspora	Reddy	A	5			✓		25%
CHID 485	Comparative Colonialism	Rafael	A	5	17	2		✓	25%
COMPARATIVE LITERATURE									
C LIT 322	Modern Lit and Culture South Asia	Dubrow	W	5	7	0	✓		100%
COMPARATIVE RELIGION									
JSIS C 202	Intro. World Relig: Eastern Traditions	Tokuno	A	5	50	0		✓	50%
JSIS C 490	Seminar in Buddhism: Skillful Means	Tokuno	A	5	7	0			25%
JSIS C 502	Religion, Society, and the Mongols	Walker	W	5	0	2			25%
JSIS C 590	Seminar in Buddhism: Skillful Means	Tokuno	A	5	0	1			25%
JSIS C 598/RELIG 598	Comparative Religion	Tokuno	AWSp	1,1,1	0	9	✓	✓	25%
RELIG 202	Eastern Religions	Faculty	A	5				✓	50%
RELIG 211	Muslim Beliefs and Practices	DeYoung	Su	5			✓		25%
RELIG 352	Special Topics: Hindu Mythology	Castro	Sp	5	23	0			100%
RELIG 352	Special Topics: Hinduism	Pauwels	Sp	5			✓	✓	100%
RELIG 354	Buddhism	Tokuno	Sp	5			✓	✓	75%
RELIG 356	Buddhism & Society	Grant	A	5				✓	50%
RELIG 490	Religion and Violence	Tite	A	5			✓		25%
RELIG 490	Topics in Buddhism	Tokuno	A	5			✓	✓	75%
RELIG 590	Topics in Buddhism	Tokuno	A	5			✓	✓	75%
EDUCATION									
EDC&I 505	Teaching about War and Conflicts	Kaviani	SpSu	var	0	1	✓		50%

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AREA STUDIES COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG G		2017-18 Offered	2018-19 to Offer	Percent of SA Content
ENGLISH									
ENGL 316	Post-Colonial Literature and Culture	Reddy	AW	5,5	24	1	✓		25%
GENDER, WOMEN, AND SEXUALITY STUDIES									
GWSS 345	Women and Intl. Economic Development	Ramamurthy	AW	5,5	36	0	✓	✓	50%
GWSS 390	LGBTQ Politics in Global Perspective	Keating	A	5				✓	25%
GWSS 446	Global Asia	Welland	W	5			✓		25%
GWSS 490	Gender and Sexuality in India and Turkey	Misra	Sp	5	10	0			50%
GWSS 490	Race, Colonialism, and Diaspora	Reddy	A	5			✓		25%
GEOGRAPHY									
GEOG 335	Geography of the Developing World	Cox	ASu	5,5	55	0	✓	✓	25%
GEOG 436	Social/Political Geog. of South Asia	Rishi	ASu	5,5	24	1			100%
HISTORY									
HSTAM 250	Mongol Empire	Walker	Sp	5			✓		25%
HSTAS 201	Introduction to South Asian History	Faculty	A	5				✓	100%
HSTAS 202	Intro to Modern SA: 1500 to Present	Dhavan	A	5	41	2	✓	✓	100%
HSTAS 402	History of Medieval & Mughal India	Dhavan	W	5	13	3			100%
HSTAS 404	Twentieth Century India	Yang	W	5	28	0		✓	100%
HSTAS 502	Seminar: History of India	Dhavan	ASp	5	0	1		✓	100%
HSTCMP 121	Global History of Feast and Famine	Dhavan	Sp	5			✓		75%
HSTCMP 290	Global History of Human Rights	Bailkin	A	5			✓		25%
HSTCMP 407	Modern World History	Yang	W	5			✓		50%
HSTCMP 485	Comparative Colonialism	Rafael	A	5	28	5		✓	25%
HSTRY 288	Global History of Human Rights	Bailkin	A	5			✓		25%
HUMANITIES									
HUM 597	Memory Construction & Emotion in India	Pauwels	Sp	CR/NC	1	9			100%
INTERNATIONAL STUDIES									
JSIS 203	Rise of Asia	Kale	A	5	68	0	✓	✓	75%

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AREA STUDIES COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG G		2017-18 Offered	2018-19 to Offer	Percent of SA Content
JSIS 478	Teaching about Wars and Conflict	Kaviani	Sp	5			✓		50%
JSIS 478	Fundamentals of Global Cybersecurity	Beyer	W	5				✓	25%
JSIS 485	Asian Cities: Today and Tomorrow	Rishi	W	3	6	3			75%
JSIS 485	Destination Nepal: Ethnography & Resilience	Sherpa	W	5			✓		100%
JSIS 485	Sacred Himalayas: People, Livelihood, Climate	Sherpa	Sp	5	9	0			100%
JSIS 485	Twentieth Century India	Yang	W	5	3	2		✓	100%
JSIS 485	Nepali Summer Language Module	Faculty	Su	5				✓	100%
JSIS 578	Teaching about War and Conflict	Kaviani	Su	var	1	2			50%
JSIS 596	Religions, Cultures, and Civilizations	Robinson	W	5	0	7			50%
JSIS A 202	Intro to Modern SA: 1500 to Present	Dhavan	A	5	11	0	✓	✓	100%
JSIS A 207	Asia Civilization and Tradition	Porter	WSu	5,5	15	0	✓		25%
JSIS A 210	Islamic Civilizations	Mahmood	A	5			✓		25%
JSIS A 268	Introduction to the Silk Road	Mawkanuli	ASu	5,5	6	0	✓	✓	25%
JSIS A 316	Modern South Asia	Govindrajan	Sp	5			✓		100%
JSIS A 340	Politics of India, Pakistan, and South Asia	Vandyke	W	5	13	0			100%
JSIS A 412	South Asia Social Structure	Amrute	A	5	5	1		✓	100%
JSIS A 417	Political Economy of India	Kale	Sp	5			✓		100%
JSIS A 434	International Relations of South Asia	Pal	Su	5			✓		100%
JSIS A 438	Social/Political Geog. of South Asia	Rishi	A	5	7	0			100%
JSIS A 452	Global Asia	Welland	W	5			✓		25%
JSIS A 461	Ramayana in Comparative Perspective	Pauwels	Sp	5	8	0			100%
JSIS A 508	Interdisc. Study of South Asia I	Novetzke	AW	5,5	0	7		✓	100%
JSIS A 509	Interdisc. Study of South Asia II	Robinson	AW	5,5	0	5	✓	✓	100%
JSIS B 320	The Politics and Practice of Yoga	Novetzke	A	5				✓	50%
JSIS B 331	Political Economy of Development	Kale	W	5	30	0	✓	✓	50%
JSIS B 335	Geography of the Developing World	Cox	ASu	5,5	29	0	✓	✓	25%
JSIS B 345	Women and Intl. Economic Development	Ramamurthy	AW	5,5	29	1	✓	✓	50%
JSIS B 426	World Politics	Prakash	Sp	5	40	0	✓	✓	25%
JSIS B 526	Political Islam	Robinson	A	5				✓	25%

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AREA STUDIES COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG	2016-17 Enrollment G	2017-18 Offered	2018-19 to Offer	Percent of SA Content
LAW									
LAW B 556	Islamic Law	Lombardi	AW	4,4	0	11	✓	✓	25%
LAW E 560	Muslim Legal Systems	Lombardi	Sp	3			✓		25%
LAW, SOCIETIES, & JUSTICE									
LSJ 321	Human Rights Law	Osanloo	SpSu	5,5	109	0	✓	✓	25%
LSJ 510	Gender & Law in Muslim-Majority Societies	Osanloo	A	var			✓		25%
MUSIC									
MUSEN 389	World Music Ensemble: South India	Sunardi	A	1				✓	100%
MUSEN 589	World Music Ensemble: South India	Sunardi	A	1				✓	100%
MUSIC 252	Music Cultures of the World: Asia	Sunardi	AWSu	5,5,5	28	1	✓	✓	25%
MUSIC 428	Music of North India	Gangolli	A	3	15	1			100%
NEAR EASTERN LANGUAGES AND CIVILIZATION									
NEAR E 229	Islamic Civilization	Mahmood	A	5			✓		25%
NEAR E 230	Muslim Beliefs and Practices	DeYoung	Su	5			✓		25%
NEAR E 268	Introduction to the Silk Road	Mawkanuli	ASu	5,5	20	0	✓	✓	25%
NEAR E 536	Islamic Law	Lombardi	A	4	1	1			25%
POLITICAL SCIENCE									
POL S 340 A	Politics of India, Pakistan, and South Asia	Vandyke	W	5	18	0			100%
POL S 403	Spec. Top: Climate Politics and Governance	Prakash	W	5			✓		25%
POL S 403	Spec. Top: Environmental Politics	Prakash	A	5				✓	25%
POL S 417	Political Economy of India	Kale	Sp	5			✓		100%
POL S 426	World Politics	Prakash	Sp	5	77	0	✓	✓	25%
POL S 434	International Relations of South Asia	Pal	Su	5			✓		100%
SOCIOLOGY									
SOC 201	War, Peace, and Sociology of Survival	Williams	A	5				✓	33%
TACOMA CAMPUS COURSES									

Listings in red indicate courses to be supported by USED funding

AREA STUDIES COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG G		2017-18 Offered	2018-19 to Offer	Percent of SA Content
T ARTS 281	Art & Culture in India	Parker	A	5	10	0	✓	✓	100%
TRELIG 333	Buddhist Thought	Compson	A	5	38	1	✓	✓	75%
TRELIG 365	Hinduism & Buddhism	Parker	Sp	5	17	0	✓	✓	100%
TRELIG 366	Islam	Meadows	WSp	5,5	34	0			50%

LANGUAGE COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG G		2017-18 Offered	2018-19 to Offer	Percent of SA Content
BENGALI									
BENG 101,102,103	Elementary Bengali	Abedin	AWSp	5,5,5	3	2	✓	✓	100%
BENG 201,202,203	Intermediate Bengali	Abedin	AWSp	5,5,5	2	1	✓	✓	100%
BENG 301,302,303	Advanced Bengali	Abedin	AWSp	5,5,5	0	1	✓	✓	100%
BENG 499	Independent Study in Bengali	Faculty	AWSp	var	0	1	✓	✓	100%
HINDI									
HINDI 101,102,103	Elementary Hindi	Pahlajrai	AWSp	5,5,5	11	2	✓	✓	100%
HINDI 201,202,203	Intermediate Hindi	Pahlajrai	AWSp	5,5,5	7	2	✓	✓	100%
HINDI 301,302,303	Advanced Hindi	Chandekar	AWSp	5,5,5	1	2	✓	✓	100%
HINDI 421	Modern Hindi Literature	Pauwels	W	5	1	1			100%
HINDI 422	Modern Hindi Literature	Pauwels	W	5			✓	✓	100%
HINDI 431	Advanced Conversational Hindi	Chandekar	A	3	1	1	✓	✓	100%
HINDI 451	Advanced Hindi Readings	Chandekar	ASp	5,5	0	2		✓	100%
HINDI 499	Undergraduate Research	Faculty	AWSp	var	1	0	✓	✓	100%
HINDI 502	Classic Hindi Lit: Bollywood Controversy	Pauwels	S	var			✓		100%
HINDI 503	Classic Hindi Lit: Sant Bhasha	Pauwels	Sp	var	0	3			100%
INDIAN									
INDN 401,402	Pali	Lenz	AW	5,5	2	2			100%

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LANGUAGE COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG G		2017-18 Offered	2018-19 to Offer	Percent of SA Content
INDN 490	Senior Seminar	Salomon	A	var			✓	✓	100%
INDN 499	Undergraduate Research	Faculty	AWSp	var			✓	✓	100%
INDN 590	Studies in Indology	Lenz	AWSp	var	0	1	✓	✓	100%
PERSIAN									
PRSAN 101,102,103	Elementary Persian	Shams	AWSp	5,5,5	19	0	✓	✓	100%
PRSAN 105	Intensive Elementary Persian	Shams	Su	15			✓	✓	100%
PRSAN 201,202,203	Intermediate Persian	Shams	AWSp	5,5,5	6	0	✓	✓	100%
PRSAN 401	Introduction to Persian Literature	Alavi	A	5			✓		100%
PRSAN 402	Classical Persian Literature: A Survey	Alavi	A	5	3	2		✓	100%
PRSAN 403	Modern Persian Literature	Alavi	W	5			✓		100%
PRSAN 405	Media Persian	Alavi	W	5	1	3			100%
PRSAN 454	The Epic Tradition in Iran	Alavi	W	3			✓		100%
PRSAN 490	Supervised Study in Persian	Faculty	AWSpSu	var	2	0	✓	✓	100%
PRSAN 499	Undergraduate Research	Faculty	AWSpSu	var			✓	✓	100%
PRSAN 511,512,513	Elementary Persian	Shams	AWSp	5,5,5	0	6	✓	✓	100%
PRSAN 515	Intensive Elementary Persian	Shams	Su	15			✓	✓	100%
PRSAN 521,522,523	Intermediate Persian	Shams	AWSp	5,5,5	0	4	✓	✓	100%
PRSAN 542	Classical Persian Literature: A Survey	Alavi	A	5	0	5			100%
PRSAN 600	Independent Study/Research	Faculty	AWSpSu	var	0	1	✓	✓	100%
SANSKRIT									
SNKRT 101,102,103	Introduction to Sanskrit	Cox	AWSp	5,5,5	0	1	✓	✓	100%
SNKRT 201,202,203	Intermediate Sanskrit	Marino III	AWSp	5,5,5	3	0	✓	✓	100%
SNKRT 311,312,313	Advanced Sanskrit	Lenz	AWSp	5,5,5			✓	✓	100%
SNKRT 499	Undergraduate Research	Faculty	AWSp	var			✓	✓	100%
SNKRT 511,512,513	Introduction to Sanskrit	Cox	AWSp	5,5,5	1	1	✓	✓	100%
SNKRT 521,522,523	Intermediate Sanskrit	Marino III	AWSp	5,5,5	0	2	✓	✓	100%
SNKRT 531,532,533	Advanced Sanskrit	Cox	AWSp	5,5,5	0	3	✓	✓	100%
SNKRT 550	Seminar in Sanskrit Literature	Salomon	W	5			✓		100%

Listings in red indicate courses to be supported by USED funding

LANGUAGE COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG G		2017-18 Offered	2018-19 to Offer	Percent of SA Content
SNKRT 560	Readings in Philosophical Sanskrit	Cox	A	5	1	2			100%
SNKRT 570	Indian Epigraphy and Paleography	Salomon	Sp	5	4	2			100%
SNKRT 581	Readings in Buddhist Texts	Lenz	AW	5,5	1	2	✓	✓	100%
SNKRT 582	Readings in Buddhist Texts	Cox	Sp	5			✓		100%
URDU									
URDU 101,102,103	Elementary Urdu	Ahmad	AWSp	5,5,5	9	1	✓	✓	100%
URDU 201,202,203	Intermediate Urdu	Dubrow	AWSp	5,5,5	1	1	✓	✓	100%
URDU 301,302,303	Advanced Urdu	Ahmad	AWSp	5,5,5	0	1	✓	✓	100%
URDU 401,402,403	Fourth-Year Urdu	Ahmad	AWSp	5,5,5			✓	✓	100%
URDU 499	Urdu: Independent Study	Ahmad	AWSp	var	0	1	✓	✓	100%

Project Goals

- (1) *Increase South Asia language learning capacity and impact*
- (2) *Expand opportunities for K-12, Community College, and Minority-Serving Institution teachers and students to learn about South Asia*
- (3) *Promote South Asia Studies on campus and in the community*

Project Goal Statement #1: The South Asia Center will increase language learning capacity and impact during the current grant period as compared to the status at the end of the prior 4-year period

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 3% annually South Asian language course enrollments at the intermediate and advanced levels.	A1. Partner with JSIS and UW communications and marketing teams to launch targeted social media and publicity campaigns about language programs.	Student enrollment data	Annually	Internal enrollment data	0	0	0	0	0
	A2. Disseminate course information about Bangla, Hindi, Nepali, Persian, and Urdu to potential students in STEM fields and professional schools.	Student enrollment data	Annually	Internal enrollment data	0	0	0	0	0
	A3. Promote Hindi/Urdu language learning videos produced by Asian L&L and Language Learning Center.	Student enrollment data	Annually	Internal enrollment data	0	0	0	0	0
B. Increase by 3% annually targeted South Asian language course content, with emphasis on intermediate and advanced levels.	B1. Develop Nepali Summer Language module for Professional Students in conjunction with Asian L&L and Language Learning Center	Student enrollments	Annually	Internal enrollment records	0	0	0	0	0
	B2. Design Advanced Summer Workshop on the Materiality of Hindu/Urdu.	Student enrollments	At end of year during which workshop is offered (Year 2)	Internal enrollment records	0	0	0	0	0

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	B3. Host on-site ACTFL workshops for UW language instructors and support attendance at off-site ACTFL workshops	Faculty participation	Annually	Participating faculty self-reports; Pre- and post-syllabus review by content experts.	0	0	0	0	0
C. Increase by 3% annually the number of targeted students who participate in study abroad programs in South Asia.	C1. Formalize AIIS as study abroad option for UW undergraduate students so that they can receive credit for language study abroad.	Student participation	Annually	Internal participation records	0	0	0	0	0
	C2. Collaborate with Office of Minority Affairs and Diversity to recruit underrepresented students to these programs.	Student participation	Annually	Internal participation records	0	0	0	0	0
	C3. Partner with professional schools (e.g. Built Environment, Engineering) to design and promote programs.	Student participation	Annually	Internal participation records	0	0	0	0	0

Project Goal Statement #2: The South Asia Center will increase the capacity of K-12, Community College, and Minority-Serving Institution teachers and students to learn South Asia content during the current grant period as compared to the status at the end of the prior 4-year period.

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 3% annually South Asia course content at participating community colleges and/or MSIs.	A1. Offer Asian Studies Course Development grants to CC/MSI instructors.	New/expanded course content	Annually	Participating faculty self-reports; Pre- and post-syllabus review by content experts.	0	0	0	0	0
	A2. Develop new peer-to-peer course development grant program for UW and Highline faculties.	New/expanded course content	Annually	Participating faculty self-reports; Pre- and post-syllabus review by content experts.	0	0	0	0	0
	A3. Deepen existing partnerships with Seattle-area Community Colleges and expand agreements to additional 3 colleges.	New/expanded course content	Annually	Participating faculty self-reports; Pre- and post-syllabus review by content experts.	0	0	0	0	0
B. Increase by 10% annually Stakeholder awareness of Center	B1. Partner with Highline College to promote understanding of South Asia.	Participant reports of increased awareness	Annually	Participant evaluations	0	0	0	0	0

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programs and opportunities.	B2. Conduct outreach events to expand pathways for students from CC/MSIs to JSIS (e.g. outreach, alumni presentations, interface with advisors)	Participant reports of increased awareness	Annually	Participant evaluations	0	0	0	0	0
	B3. Conduct workshop with Hugo House for K-12 teachers on the use of South Asia literary materials in the classroom	Participant reports of increased awareness	Annually	Participant evaluations	0	0	0	0	0
C. Increase by 3% annually the number of identified faculty participating in community college and/or MSI professional development opportunities.	C1. Expand the number of qualified applicants accepted to the CCMTI and Collaborative Community College Workshop at UW-Madison and other teacher training workshops.	Participating faculty	Annually	Internal participation data including emails, notes, trip reports	0	0	0	0	0
	C2. Disseminate information on CC/MSI enhancement activities to additional schools and colleges.	Participating faculty	Annually	Internal participation data including emails, notes, trip reports	0	0	0	0	0
	C3. Provide mentorship and ongoing support for graduates of CCMTI and other SAC-sponsored programs.	Participating faculty	Annually	Internal participation data including emails, notes, trip reports	0	0	0	0	0

Project Goal Statement #3: The South Asia Center will build capacity in South Asia Studies on campus and in the community during the current grant period as compared to the status at the end of the prior 4-year period.

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 5% annually the Center activities that support the delivery of South Asia Studies content.	A1. Launch South Asia Visiting Fellows program in partnership with Departments of Communication and Geography at UW.	% of new activities	Annually	Internal participation data including emails, notes, trip reports	0	0	0	0	0
	A2. Provide faculty development opportunities through funding, travel, and conference support	% of new activities	Annually	Internal participation data including emails, notes, trip reports	0	0	0	0	0
	A3. Deepen SAC ties with professional schools, such as STEM, Information, Public Affairs, Law, and Business, as well as UW branch campuses in Tacoma and Bothell.	% of new activities	Annually	Internal participation data including emails, notes, trip reports	0	0	0	0	0

B. Increase by 5% annually the activities of identified faculty/college/school programs that deliver South Asia Studies content.	B1. Develop the “Fundamentals of Cybersecurity” course and offer to UW students in Years 1-4.	% of new activities	Annually	Internal participation data including emails, notes, trip reports; course enrollment data	0	0	0	0	0
	B2. Design courses and workshops in conjunction with JSIS NRCs and UW College of Education.	% of new activities	Annually	Internal participation data including emails, notes, trip reports; course enrollment data	0	0	0	0	0
	B3. Advance mission of the UW Global Business Law Institute’s India Forum by hosting events and speakers	% of new activities	Annually	Internal participation data including emails, notes, trip reports; attendance figures	0	0	0	0	0
C. Increase by 5% annually our activities that deepen our partnerships with community and business organizations.	C1. Host panels, discussions, and guest directors in conjunction with sponsorship of Tasveer South Asia Film Festival.	% of activities	Annually	Internal participation data including emails, notes, trip reports; attendance figures	0	0	0	0	0
	C2. Expand our ties to community organizations in Seattle Area (India Association of Western Washington, Nepal Seattle Society, Pakistan	% of new activities	Annually	Internal participation data including emails, notes, trip reports;	0	0	0	0	0

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	Association of Greater Seattle, Bangladeshi Society of Seattle, Association for India's Development)			attendance figures					
	C3. Cultivate relationships with business and trade organizations (Washington State India Trade Relations Action Committee, Association for India's Development, Asia Business Forum)	% of new activities	Annually	Internal records including, emails, meeting notes, trip reports					

May 29, 2018

The Honorable Elisabeth DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Madam Secretary,

I am writing in support of proposals from the University of Washington's National Resource Centers: Center for Global Studies, South Asia Center, East Asia Center, Center for West European Studies, Canadian Studies Center, Middle East Center, and The Ellison Center for Russia, East European and Central Asian Studies for grant funding from the U.S. Department of Education under Title VI.

The College of Education and UW's National Resource Centers are poised to collaborate on several projects over the next four years intended to increase and support area and international studies course content and activities among students, staff, and faculty in the College of Education. We will endeavor to link College of Education initiatives and activities to area and international studies faculty across the University and in the region. Our collaboration may include, but is not limited to: teacher-preparation; course development grants; speakers' series; symposia; conferences; faculty travel and research; partnerships with local K-12, community colleges, and minority-serving institutions; projects on diversity and immigration in education; and initiatives regarding global indigeneity.

At the University of Washington, we are proud of our ability to transcend programmatic boundaries and engage in authentic interdisciplinary work. We look forward to collaborating with the UW's National Resource Centers during this grant cycle and beyond.

Sincerely,



Mia Tuan
Dean and Professor

Re: Letter of Support for Collaboration between Highline School District and UW's Center for Global Studies, South Asia Center, Southeast Asia Center, and East Asia Center

Dear Christian Novetzke, Sunila Kale, Celia Lowe, and William Lavelly:

7 May 2018

I am writing to express support for the programming proposed by the University of Washington's National Resource Centers for Asia and Global Studies, specifically the Center for Global Studies, the South Asia Center, the Southeast Asia Center, and the East Asia Center. Highline Public Schools in King County, Washington serves grades K-12, educating 19,730 students from diverse ethnic and socioeconomic backgrounds in 32 different schools. Currently, 27% of our students are categorized as English Language Learners. Our students speak 95 different languages, the top seven (other than English) being Spanish, Vietnamese, Somali, Amharic, Punjabi, Arabic, and Cambodian. The partnership with UW's National Resource Centers helps us to provide resources for students which speak to their communities and experiences, as well as professional development training for teachers to offer ways of integrating related content into their curriculum.

Over the next four years, the UW Centers will hold workshops and curriculum development for teacher professionals that will focus on their regions or current events affecting Asia in courses like Contemporary Global Issues and World History. In addition, we have discussed partnering to design activities that will respond to the district's needs as Highline introduces new units associated with a Race and Equity Initiative to be launched in the fall. We will also begin planning now to address our curricular requirements in anticipation of our 6th grade transition to middle school in the next two years.

Receiving this assistance from UW will provide a critical resource in support of our educational mission, especially at this time when state funding of education has been limited. Having educational partners that can offer not only classroom materials such as texts, but also training on topics that would be difficult for teachers to otherwise access—such as the Ramayana in literature, contemporary narratives of immigration and migration, and the impact of the Cold War throughout Southeast Asia—allows us to offer greater depth of instruction about Asia and better connect with our students who have such a diversity of experience and cultural background.

We look forward to a long partnership with the UW Centers.

Sincerely,



Cathy Thompson, Chief Curriculum & Instruction Officer
Highline Public Schools



UNIVERSITY OF WASHINGTON

DEPARTMENT OF COMMUNICATION

May 29, 2018

Sunila S. Kale
Associate Professor and Director, South Asia Studies
Jackson School of International Studies
University of Washington

Dear Professor Kale:

I am pleased to write this letter in strong support of a visiting fellows program as part of a potential Title VI NRC grant. The opportunity to deepen the connections of the South Asia Studies program and the Department of Communication is something we are eager to accomplish, and we would welcome a visiting fellow working at our intersections.

One of our areas of curricular emphasis in Communication is Global Media and Technology. In fact, it is in high demand among our student population, which is the second-largest in the UW's College of Arts and Sciences, where nearly 70% of all UW students are located. The opportunity to bring expertise in South Asia communication and media systems would be a great complement to our current faculty foci on Eastern Europe and Latin America. The robust media environments that mark South Asia are ones of great interest among our students, who often look to Asia for professional innovation and opportunities.

Further, we have a campus-wide Center for Communication, Difference, and Equity that is very interested in hosting a visiting fellow with a South Asia emphasis. The Center recently hosted a conference on Media and Race, and the Center Director, Professor Ralina Joseph, communicated that the work focused on South Asia was a centerpiece of the conference. A visiting fellow would contribute to our understandings and to our scholarly community in vital ways.

If I can address any questions, please contact me directly at 206-542-2662 or via email at domke@uw.edu.

Sincerely,

A handwritten signature in blue ink, appearing to read "D Domke".

David Domke
Professor and Department Chair



June 4, 2018

Sunila S. Kale
Associate Professor and Director South Asia Studies
Jackson School of International Studies
University of Washington

Dear Professor Kale:

I am happy to write this letter of strong support for a visiting fellows program as part of a potential Title VI NRC grant. The Department of Geography sees this as an opportunity to further develop our relationship with South Asia Studies through course offerings, graduate student mentoring and collaboration.

Geography has regional strengths in North and South America, China and East Asia. We would welcome a visiting fellow specializing in South Asia, an area of continuing interest among faculty and students in the Department. Our theoretical emphases upon political and economic geography, critical development geography, GIS and geovisualization, social justice, and nature-society relations would be enriched with a regional focus on South Asia.

Geography has strong connections with Gender, Women and Sexuality Studies, the Law Societies and Justice Program, the UW Honors Program, and the School of Public Health through both faculty and student collaborations and engagements. These connections would enable a visiting fellow to expand networks and relationships beyond the Department and to contribute to our scholarly and educational efforts in significant ways.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lucy Jarosz'.

Lucy Jarosz
Professor and Chair
Department of Geography



Office of the President

May 15, 2018

Re: Letter of Support for Collaboration between Highline College and the University of Washington's Center for Global Studies, South Asia Center, Southeast Asia Center, and East Asia Center.

To: Christian Lee Novetzke, Sunila S. Kale, Celia Lowe, and William Lavelly

I am writing to express my sincere support for the programming proposed by the University of Washington's Center for Global Studies, the South Asia Center, the Southeast Asia Center, and the East Asia Center. The University of Washington and Highline College both have considerable international experience and strong institutional support for the proposed projects. The process has been a collaborative one so far with the Centers willing to integrate efforts on a four-year plan that speaks to the needs of innovative Community College faculty.

Highline is the most diverse higher education institution in the state, with over 75 percent students of color, and people representing more than 120 cultures attending classes. Among the 34 community and technical colleges in Washington, Highline is one of the state's largest post-secondary institutions with approximately 17,000 students and 350,000 alumni.

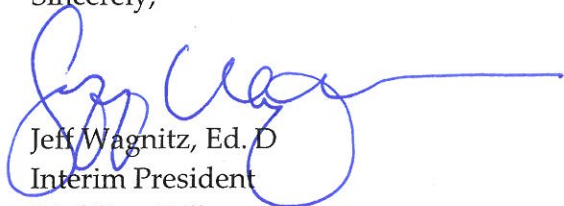
Our colleagues at UW are aware of Highline's reputation as a diverse and inclusive campus. In 2016, Highline received the American Association for Community College's Pacific Region Equity Award. The award recognized the college's Board of Trustees and President Emeritus Jack Bermingham for their commitment to achieving equity in the development, administration and delivery of educational programs and services.

Highline College in Des Moines is located in South King County, a neighborhood where many Asian Americans from Southeast and East Asia reside, and it serves a highly diverse student population, many of whom have backgrounds linked to Asian and International Studies.

We are pleased that our UW colleagues are aware of our faculty needs for professional development and are committed to expanding opportunities for faculty, as well as deepening collaborative course development programs. Highline faculty are leaders in the development of curriculum in cultural competencies and these combined experiences will be beneficial for both institutions to further global understanding in higher education.

Thank you for the opportunity to support this unique and important higher education partnership.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Wagnitz", with a long horizontal flourish extending to the right.

Jeff Wagnitz, Ed. D
Interim President
Highline College

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

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University of Washington South Asia Comprehensive NRC/FLAS Budget 2018-2021

Appendix A: Project Budget Summary Detail

UNIVERSITY OF WASHINGTON
COMPREHENSIVE NRC & FLAS: SOUTH ASIA
BUDGET: FY 2018-2021

UNIVERSITY OF WASHINGTON COMPREHENSIVE NRC & FLAS: SOUTH ASIA BUDGET: FY 2018-2021					Title VI Funds						
					Year 1	Year 2	Year 3	Year 4			
					2018	2019	2020	2021			
		Fiscal Yr:	Academic Yr:		2018-2019	2019-2020	2020-2021	2021-2022	Total	Priority	
Item	1. SALARIES	Benefits									
		Year 1	Year 2	Year 3	Year 4						
	Administrative										
1	Associate Director (Ostroff)					25,740	26,770	27,841	28,955	109,306	
	30% of salary, 100% of 12 months										
	Benefits 33.30%	8,571	8,914	9,271	9,642						
2	Data Manager (Craig)					3,060	3,182	3,309	3,441	12,992	
	7% of salary, 50% of 12 months										
	Benefits 33.30%	1,019	1,060	1,102	1,146						
3	FLAS Coordinator (Davis)					3,586	3,729	3,878	4,033	15,226	
	5% of salary, 100% of 12 months										
	Benefits 33.30%	1,194	1,242	1,291	1,343						
4	Student Outreach Assistant					7,500	7,800	8,112	8,436	31,848	
	Benefits 21.3%	1,598	1,661	1,728	1,797						
	ADMINISTRATIVE SUBTOTAL					39,886	41,481	43,140	44,865	169,372	
	Language Instruction										
5	Bangla Lecturer (Abedin)					49,767	51,758	53,828	55,981	211,334	AP1&2
	100% of salary, 100% of 9 months										
	Benefits 26.20%	13,039	13,561	14,103	14,667						
6	Nepali Lecturer					0	6,476	6,735	7,004	20,215	AP1&2
	100% of salary, 100% of 1 month	0	1,697	1,765	1,835						
	Benefits 26.20%										
	LANGUAGE INSTRUCTION SUBTOTAL					49,767	58,234	60,563	62,985	231,549	
	Area and Other Instruction										
7	South Asia Fellows Program (with UW Communication and Geography)					0	17,409	0	18,830	36,239	AP1&2
	100% of salary, 100% of 3 months										
	Benefits 26.20%	0	4,561	0	4,933						
8	Fundamentals of Global Cybersecurity (Beyer) (with 5 JSIS NRCs)					2,452	2,550	2,652	2,758	10,412	AP1&2
	100% of salary, 20% of 9 months	642	668	695	723						
	Benefits 26.2%										
9	Course Development for Area and Advanced Language Studies					7,500	7,500	7,500	7,500	30,000	AP1&2
	Benefits 26.20%	1,965	1,965	1,965	1,965						
10	Course Development for Nepali Summer Language Course					6,000	0	0	0	6,000	AP1&2
	Benefits 26.2%	1,572	0	0	0						
11	Study Abroad Innovation Project					5,000	5,000	5,000	5,000	20,000	AP1&2
	Benefits 26.2%	1,310	1,310	1,310	1,310						
			PR/Award # P015A180007								

PR/Award #.P015A180007

University of Washington South Asia Comprehensive NRC/FLAS Budget 2018-2021

UNIVERSITY OF WASHINGTON
COMPREHENSIVE NRC & FLAS: SOUTH ASIA
BUDGET: FY 2018-2021

					Title VI Funds					
					Year 1	Year 2	Year 3	Year 4		
					2018	2019	2020	2021		
					2018-2019	2019-2020	2020-2021	2021-2022	Total	Priority
Fiscal Yr:										
Academic Yr:										
AREA AND OTHER INSTRUCTION SUBTOTAL					20,952	32,459	15,152	34,088	102,651	
SALARIES SUBTOTAL					110,605	132,174	118,855	141,938	503,572	
FRINGE BENEFITS										
	% of	Salaries								
Faculty	26.20%	334,202			18,528	23,762	19,838	25,433	87,561	
Classified staff	40.10%	0			0	0	0	0	0	
Professional staff	33.30%	137,523			10,784	11,216	11,664	12,131	45,795	
Graduate student appointments	17.10%	0			0	0	0	0	0	
Hourly assistance	21.30%	31,850			1,598	1,661	1,728	1,797	6,784	
		503,575								
FRINGE BENEFITS SUBTOTAL					30,910	36,639	33,230	39,361	140,140	

University of Washington South Asia Comprehensive NRC/FLAS Budget 2018-2021

UNIVERSITY OF WASHINGTON
COMPREHENSIVE NRC & FLAS: SOUTH ASIA
BUDGET: FY 2018-2021

Fiscal Yr: Academic Yr:		Title VI Funds					
		Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021		
		2018-2019	2019-2020	2020-2021	2021-2022	Total	Priority
		5,000	0	5,000	0	10,000	AP1&2
		6,000	0	6,000	0	12,000	AP1&2; CPP1&2
		2,250	2,250	2,250	2,250	9,000	AP1&2
		4,000	4,000	4,000	4,000	16,000	AP1&2
		2,500	2,500	2,500	2,500	10,000	
		750	750	750	750	3,000	
		20,500	9,500	20,500	9,500	60,000	
		7,000	7,000	7,000	7,000	28,000	
		1,000	1,000	1,000	1,000	4,000	
		8,000	8,000	8,000	8,000	32,000	

University of Washington South Asia Comprehensive NRC/FLAS Budget 2018-2021

UNIVERSITY OF WASHINGTON
COMPREHENSIVE NRC & FLAS: SOUTH ASIA
BUDGET: FY 2018-2021

					Title VI Funds				Total	Priority
					Year 1	Year 2	Year 3	Year 4		
					2018	2019	2020	2021		
Fiscal Yr:	Academic Yr:				2018-2019	2019-2020	2020-2021	2021-2022		
4. OTHER										
Language Training & Dissemination										
20	ACTFL OPI On-Site Workshop				2,000	0	2,000	0	4,000	AP1&2
	Collaboration with 7 JSIS NRCs									
	Registration Costs and Professional Service Fees to Presenters									
21	South Asia Language and Culture Essentials: Pre-Departure Orientation				1,000	1000	1,000	1,000	4,000	AP1&2
	Collaboration with CIBER, 7 JSIS NRCs, and AL&L									
	Professional Service Fees to Orientation Presenters									
22	Hindi/Urdu for Business Course				750	750	750	750	3,000	AP1&2
	Collaboration with UW Foster School of Business									
	Professional Service Fees to Presenters									
K-12 Professional Development										
23	Professional Development Workshop for Teachers (Taranath)				4,000	0	4,000	0	8,000	AP1&2; CPP2
	Professional Service Fees to Organizers and Presenters									
24	International Education Week				750	750	750	750	3,000	AP1
	Professional Service Fees, Room Reservations, and Publicity Materials									
25	South Asia National Outreach Committee				2,000	2,000	2,000	2,000	8,000	AP1&2; CPP2
	Collaboration South Asia NRCs									
	Teacher Travel Award and Stipend									
26	UW in the High School				1,000	1,000	1,000	1,000	4,000	AP1&2; CPP2
	Collaboration with JSIS NRCs									
	Annual Contribution									
27	Highline Schools Teacher Development Workshop				1,200	1,200	1,200	1,200	4,800	AP1&2; CPP2
	Collaboration with SEAC, CGS, and EAC									
	Professional Service Fees to Workshop Organizers									
28	Washington State Council for the Social Studies Teachers Conferences				800	800	800	800	3,200	AP1&2; CPP2
	Collaboration with 7 JSIS NRCs									
	Presenter Travel Costs and Professional Service Fees									
29	Hugo House K-12 Teacher Workshop				3,000	0	3,000	0	6,000	AP1&2; CPP1&2
	Collaboration with SEAC and CGS									
	Professional Service Fees to Presenters									
Post-Secondary										
30	Peer-to-Peer Course Development Grant with Highline College				5,000	5,000	5,000	5,000	20,000	AP1&2; CPP1
	2 awards at \$2500 each per annum									
31	Asian Studies Course Development Grant for MSI/CC Instructors				4,000	2,000	4,000	2,000	12,000	AP1&2; CPP1
	Collaboration with SEAC, EAC, and CGS									
	2 awards of \$2000 each in Years 1 and 4									
	1 award of \$2000 in Years 2 and 3									
PR/Award # P015A180007										

University of Washington South Asia Comprehensive NRC/FLAS Budget 2018-2021

UNIVERSITY OF WASHINGTON COMPREHENSIVE NRC & FLAS: SOUTH ASIA BUDGET: FY 2018-2021						Title VI Funds					
						Year 1	Year 2	Year 3	Year 4		
						2018	2019	2020	2021		
						2018-2019	2019-2020	2020-2021	2021-2022	Total	Priority
32	UW College of Education Project					2,000	2,000	2,000	2,000	8,000	AP1&2; CPP2
	Collaboration with 7 JSIS NRCs										
	Professional Service Fees and Presenter Travel Expenses										
33	The Materiality of Hindi/Urdu: Advanced Language Summer Workshop					0	8,500	0	0	8,500	AP1&2
	Professional Service Fees and Presenter Travel and Lodging Expenses										
34	Community College Master Teacher Institute					1,000	1,000	1,000	1,000	4,000	AP1&2; CPP1
	Collaboration with 7 JSIS NRCs and MIIE										
	Professional Service Fees for Presenters										
35	JSIS Professional Development Course					1,000	1,000	1,000	1,000	4,000	AP1&2
	Collaboration with JSIS and 7 NRCs										
	Professional Service Fees for Instructor and Travel Support for Presenters										
36	South Asia Conference of the Pacific Northwest					6,000	3,000	6,000	3,000	18,000	AP1&2
	Collaboration with UBC										
	Travel and Lodging for Faculty Presenters and Room Reservation Costs										
37	CAORC and AIIS Capacity-building Program on India for MSI/CC Faculty					4,000		4000	0	8,000	AP1&2; CPP1
	\$3000 for Travel and Lodging for Participants plus \$1000 Stipend										
38	South Asia Studies Career Development Alumni Panels					0	3,500	0	3,500	7,000	AP1
	Professional Service Fees and Presenter Travel and Lodging Expenses										
39	Religion and Public Affairs Conference: The Global Politics of Yoga					7,000	0	0	0	7,000	AP1&2
	Professional Service Fees and Presenter Travel and Lodging Expenses										
40	South Asia Summer Language Institute at UW-Madison					8,000	8,000	8,000	8,000	32,000	AP1&2
	Collaboration with South Asia NRCs										
	Member Contribution and Support for Workshops										
	Business, Media & General Public Workshops										
41	South Asia Oral History Project (Phase VI)					3000	0	0	0	3,000	AP1&2
	Collaboration with UW Library										
	Annual Contribution										
42	Thurston County Internship Pipeline					1,000	1,000	1,000	1,000	4,000	AP1&2; CPP1
	Collaboration with 7 JSIS NRCs										
	Professional Service Fees										
43	Global Business Law Institute: India Forum					750	750	750	750	3,000	AP1&2
	Collaboration with UW Business and Law Schools										
	Professional Service Fees										
44	Seattle International Film Festival					1,000	1,000	1,000	1,000	4,000	AP1
	Collaboration with 7 NRCs and 2 JSIS Centers										
	Annual Sponsorship										
45	Tasveer South Asian Film Festival & Symposium					4,000	4,000	4,000	4,000	16,000	AP1
	Professional Service Fees and Presenter Travel and Lodging Expenses										
46	South Asia Open Archives Project				PR/Award # P015A180007	3,000	3,000	3,000	3,000	12,000	AP1&2

PR/Award # P015A180007

University of Washington South Asia Comprehensive NRC/FLAS Budget 2018-2021

UNIVERSITY OF WASHINGTON
COMPREHENSIVE NRC & FLAS: SOUTH ASIA
BUDGET: FY 2018-2021

Fiscal Yr: Academic Yr:		Title VI Funds					
		Year 1	Year 2	Year 3	Year 4		
		2018	2019	2020	2021		
		2018-2019	2019-2020	2020-2021	2021-2022	Total	Priority
							AP1&2
		6,000	6,000	6,000	6,000	24,000	
		3,000	3,000	3,000	3,000	12,000	
		7,500	7,500	7,500	7,500	30,000	
		83,750	67,750	73,750	59,250	284,500	
		253,765	254,063	254,335	258,049	1,020,212	
		20,301	20,325	20,347	20,644	81,617	
		274,066	274,388	274,682	278,693	1,101,829	

University of Washington South Asia Comprehensive NRC/FLAS Budget 2018-2021

UNIVERSITY OF WASHINGTON
COMPREHENSIVE NRC & FLAS: SOUTH ASIA
BUDGET: FY 2018-2021

					Title VI Funds				Total	Priority
					Year 1	Year 2	Year 3	Year 4		
					2018	2019	2020	2021		
			Fiscal Yr:	Academic Yr:	2018-2019	2019-2020	2020-2021	2021-2022		
					2018-2019	2019-2020	2020-2021	2021-2022		
FLAS FELLOWSHIPS			Number							CPP1&2
Graduate Academic Year Subsistence Allowance @ \$15,000/each			9		135,000	135,000	135,000	135,000	540,000	
Graduate Academic Year Institutional Payment @ \$18,000/each			9		162,000	162,000	162,000	162,000	648,000	
(includes medical insurance)										
Total Academic Year			9							
Undergraduate Academic Year Subsistence Allowance @ \$5,000/each			2		10,000	10,000	10,000	10,000	40,000	
Undergraduate Academic Year Institutional Payment @ \$10,000/each			2		20,000	20,000	20,000	20,000	80,000	
(includes medical insurance)										
Total Undergraduate Academic Year			2							
Total Academic Year FLAS			11		327,000	327,000	327,000	327,000	1,308,000	
Graduate Summer Subsistence Allowances @ \$2,500/each			9		22,500	22,500	22,500	22,500	90,000	
Graduate Summer Institutional Payments @ \$5,000/each			9		45,000	45,000	45,000	45,000	180,000	
Total Graduate Summer FLAS			9							
Undergraduate Summer Subsistence Allowances @ \$2,500/each			1		2,500	2,500	2,500	2,500	10,000	
Undergraduate Summer Institutional Payments @ \$5,000/each			1		5,000	5,000	5,000	5,000	20,000	
Total Undergraduate Summer FLAS			1							
Total Summer FLAS			10		75,000	75,000	75,000	75,000	300,000	
Total Requested FY 2018					402,000					
Total Requested FY 2019						402,000				
Total Requested FY 2020							402,000			
Total Requested FY 2021								402,000		
FLAS: Total Requested									1,608,000	
NRC/FLAS: Total Requested					676,066	676,388	676,682	680,693	2,709,829	